**Headteacher signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Chair of Governors’ signature** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Date:** September 2023 **Date for Review** September 2024

Geography School Policy

Rationale

At Penketh South, we believe that Geography is an essential part of the curriculum and teachers ensure that the children develop their knowledge of Geographical enquiry, Physical Geography, Human Geography, Geographical Knowledge and Geographical Skills. These areas will cover the human and physical processes, which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world.

Aims and Objectives

Through the teaching of Geography we aim to:

* Help pupils develop knowledge and understanding of places and themes including patterns and processes.
* Foster children’s sense of wonder at the world around them
* Help pupils develop a sense of identity through learning about the UK and its relationships with other countries.
* Develop an informed concern about the future of our planet
* Enhance children’s sense of responsibility for the earth and its inhabitants
* Teach the skills and knowledge necessary to develop children as geographers
* Encourage learning through enquiry-based projects and lessons in order to develop children’s independent research skills
* Help children understand how to use a map in a variety of different contexts.

Implementation

Elements of Geography are delivered to the Reception children, through the Foundation Stage Curriculum (Knowledge & Understanding of the World) and are incorporated into the termly topics.

In KS1 & KS2 Geography, is taught through planning linked to the National Curriculum. These have been split according to year groups and the units covered by each year group can be found on the long-term plans for each year group. Our topics for each term are linked to the themes. Love the Universe You’re In is the theme which links to Geography. Each year group has their own enquiry question which links to the theme e.g. how can small actions eventually change the world? What can become of a dream? Does anything ever change?

In the Early Years Foundation Stage (EYFS) the children explore places, people, communities and the world through their work related to ‘Knowledge and Understanding of the World’. All pupils are encouraged to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through the school. We develop the following skills, always building on earlier experiences through:

* Interpretation and analysis of data
* Fieldwork skills and first hand experiences
* Observation and recording
* Measurement and use of appropriate equipment
* Mapping skills
* Development of geographical vocabulary
* Geographical enquiry, prediction and the formation of hypotheses
* Recognition of the effect humans have on their environment
* Recognition of the need for protection and conservation of our planets fragile environment.
* Developing their knowledge of Geographical information sources.
* Expectations

See the Geography Skills progression for what will be covered in each key stage.

Assessment and Monitoring

The Subject co-ordinator will carry out learning walks, discussion with pupils and staff

and scrutinise work. Findings are recorded and feedback is given to the Head teacher

and a short summary to the whole staff. Class teachers also assess children’s

geographical skills through observation and discussion of their work. Class teachers also have the skills progression to guide them when making assessment judgements. The children are also involved in self evaluating their learning.

Subject Development

The Geography Co-ordinator is responsible for supporting colleagues in the teaching of Geography by informing them of current developments in the subject and by providing a strategic lead and direction for the subject in school. The co-ordinator is also responsible for evaluating strengths and weaknesses in the subject and identifying areas for improvement and development. Co-ordinator release time enables the co-ordinator to fulfil their role by reviewing medium term plans, monitoring children’s work and displays and identifying next steps for the subject.

Resources

Atlases for both Key Stages are held in their departments. Large maps of the British Isles and Europe have been purchased. Furthermore, we are proud owners of large outside map of the world and the British Isles. These have generated a great interest at playtime with the children. Children are encouraged to use maps online, annotate and save them. They will be using 6 grid references.

Health and Safety Guidelines

When planning fieldwork all teachers are required to gain permission from the head teacher before confirming a booking. The teachers must also complete a risk assessment, even if it is a site they have visited previously. Teachers should refer to the school’s Health and Safety Policy and the safety procedures recommended in the DfES ‘Health & Safety of Pupils on Education Visits’ guidelines. Please see The School Journey’s Policy and Guidelines for Helpers, School Outings and Health and Safety Policies for more details on planning a trip.

Equal Opportunities and SEN

Activities should be carefully planned by the class teacher and be differentiated where appropriate for children with SEN and equally the more able and Gifted and Talented children. Please refer to appropriate policy for more information. At Penketh South CP School, we have due regard for our duties under the Equality Act. Through the delivery of the Geography curriculum, we will ensure that we: eliminate discrimination, advance equality of opportunity and foster good relations.

Advancing Equality Of Opportunity

This involves:

* Removing or minimizing disadvantages
* Taking steps to meet people’s needs
* Encouraging participation in any activity in which participation by such people is disproportionately low.

Reviewed by Katie Nicholson

Date: November 2023