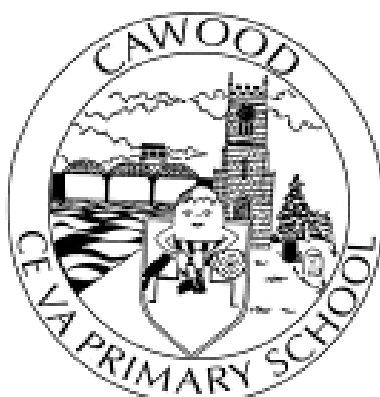


CAWOOD CHURCH OF ENGLAND (VA) PRIMARY SCHOOL



Geography Policy

Document Status			
Date of next review	March 2025	Responsibility	Teaching and Learning Committee
Date of Policy Creation	03 February 2024	Status: Approved full GB	
Date of Policy Adoption by Governing Body		Responsibility	Chair of Teaching and Learning Committee
Method of Communication		Signed	<i>Janet Rounding</i>
Website, Server			

Introduction

"A high quality geography education should inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives." DfE .

Our Geography curriculum is designed to develop children's curiosity and fascination about the world and it's people that will remain with them for the rest of their lives.

Cawood school is situated in a small rural village which is downstream from York on the banks of the river Ouse. Much of the village is a Conservation area with Cawood Castle and the historic Garth at the centre. We take full advantage of our beautiful surroundings. Children investigate a range of places – both in Britain and abroad – to help develop their knowledge and understanding of the Earth's physical and human processes. We are committed to providing children with opportunities to investigate and make enquiries about their local area of Cawood and York, so that they can develop of real sense of who they are, their

heritage and what makes our local area unique and special. Alongside this the children broaden their learning making comparisons and finding similarities and differences between their environment and the wider world. At Cawood we create Geographers with knowledge of the world who demonstrate they are insightful global citizens.

The strands in Geography are:

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

Aims

The aims of geography are:

- to foster children's sense of wonder at the beauty of the world around them
- to enable children to gain knowledge and understanding of places in the world
- To inspire in pupils about the world 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 and 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 are shaped, interconnected and change over time.

Curriculum

Early Years

Within the Early Years Foundation Stage, geography is included as part of Understanding the World. The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing their understanding. This is set out in the early year's curriculum as children needing to:

- observe, find out about, and identify features in the place they live and the natural world;
- Begin to know about their own cultures and beliefs and those of other people;
- Find out about their environment, and talk about those features they like and dislike.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT - *digimaps*. Children develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized, including history, science and computing.

Organisation

As we have mixed-age classes, we do the medium-term planning on a two-year rotation cycle at key stage 1 and a 4 year rotation cycle at key stage 2. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics. See long term plan for Geography.

Field Work

It is encouraged that teachers plan opportunities to use the school grounds, local environment and going further afield to conduct geographical fieldwork. When sessions lead to leaving the school grounds staff must adhere to the North Yorkshire Risk Assessment procedures using Evolve. Any water activities or work near water requires at least 6 weeks notification and application prior to the visit. (See additional risk assessment policies for further information and clarification.)

Spiritual, Moral, Social and Cultural opportunities

Geography is an excellent vehicle for developing children's learning in this area. Discussions about the use of the world's resources and the impact of different events on the lives of local people deepen the children's ability to understand and empathise with fellow humans across the globe. The opportunities to explore 'putting yourself in someone else's shoes' abound in the study of geography and it is embraced during the teaching wherever possible.

Role of Co-ordinator

The Geography co-ordinator leads the maintenance and development of the subject. They are responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Identifying training needs of staff through monitoring and performance management review.
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas.
- Monitoring and evaluating pupils' work, colleagues' planning and classroom teaching.

Health and Safety

The School's Educational Visits policy will be adhered to for all trips. A copy of the Health and Safety policy can be found in the policy file on the cloud and the school web site. This is supplemented with North Yorkshire guidance concerning Educational Visits and the school Educational visits policy.

Ensuring continuity and progression in learning

Developing the children's understanding and *knowing more* is an integral part of continuity and progression. At Cawood CE Primary we ensure continuity and progression for all pupils through a well organised challenging and ambitious curriculum.

We are responsive to the children's needs and their stage of development and have high expectations. We therefore aim for all children:

- To have an increased breadth and scale of study through the curriculum moving progressively from personal experiences to local, regional, national and global perspectives informed by the guidance of the National Curriculum;
- To reach the expected subject outcomes in terms of developing as a young geographer increase in complexity and level of challenge as detailed in the planning documents;
- to develop their understanding progressively moving from a concrete understanding of the world to more discrete facts and bodies of information to conceptual awareness and generalised knowledge about more abstract ideas;
- To develop a mastery and application of geographical disciplinary and substantive knowledge in more precise and complex contexts developing from the early years to year 6;
- The children to become more knowledgeable and interested in countries and world issues, enabling them to be more informed about the natural and human geographical patterns, climates and environments, that affect the biodiversity across the world.

Record Keeping and Assessment

The Geography co-ordinator will oversee planning and monitor pupil's work. At the end of each unit, the key knowledge, understanding and where appropriate fieldwork skills will be assessed by the class teacher. The teacher assess the child as either working towards age related expectations, at the expected level or exceeding the expected level – at greater depth .

Assessment will be undertaken using the following methods:-

- observation of pupils throughout the course of a lesson and a course of work
- talking with pupils
- marking written work
- self-assessment
- peer assessment
- through discussion and evaluation of their work

Please also refer to the School Assessment Policy.

Equal Opportunities

We believe that all children irrespective of background, race, gender and capability should have equal access to the curriculum as stated in each curriculum policy.

The school makes every effort to respect and reflect pupils' religious beliefs and take community views into account when teaching Geography. A copy of the school's equal opportunities policy can be found in the school cloud and the web site..

SEN

We strive for all children to succeed and experience success.

At Cawood CE Primary School we recognise the need to cater for children with special educational needs. The lesson and the learning tasks are adapted to assist in children's learning in terms of:

- learning outcomes
- tasks
- teaching methods
- resources

Tasks are broken down into small achievable steps towards the goal. Vocabulary can be pre-taught. Word banks and visual cues can be provided, using symbols and words. Activities should reinforce children's understanding of the subject. The more able children should be given open-ended tasks and opportunities for further research and more challenging study.

Greater Depth

Cawood CE Primary is ambitious for all pupils; challenge is a part of every child's learning. We provide Greater Depth pupils with the opportunity to extend their geographical thinking through planned opportunities to broaden and apply their learning within contexts of increasing complexity. Greater Depth pupils also benefit from providing peer support and articulating their own understanding to encourage and supportively scaffold learning in others.

Policy Review

The geography policy is reviewed bi-annually or sooner if required. Any changes made to this policy will be communicated to all teaching staff.

March 2024