

# Cavendish Church of England Primary School



## Geography Policy

Signed on behalf of the Governing Body	
Signed: Headteacher	
Date:	Summer Term 2020
Date to be Reviewed:	Summer Term 2022

## **Our Vision**

In our school our Christian vision shapes all we do.

*Challenge, Creativity, Compassion: Create a pure heart in me – Psalm 51:10*

Our School Vision Statement reflects this commitment as children and staff are taught to challenge inequality, prejudice, bullying and harm; to respond with compassion and sensitivity to individual need and to respect the rights of all individuals to be safe and nurtured within God's world.

We encourage children to respond creatively to internal and external challenges in life, with compassion for others, including consideration for creation and the planet itself. Thus we show how to live justly and with a pure heart, reflecting the teachings of Jesus and God's love within our school environment.

## **Intent**

The aim of geography teaching at Cavendish Church of Primary School is to stimulate the children's interest and understanding about the geographical world in which they live. Children learn about their immediate local vicinity, Cavendish village, Sudbury and East of England. This broadens to the geography of the whole of England, the British Isles and the rest of our global community. This incorporates geographical features, climate and the international borders of the different countries of the world, as well as the impact of human geography on the world and resources around us.

## **Implementation**

Geography teaching focuses on enabling children to think as geographers. We

achieve this by:

- setting common tasks which are open-ended and can have a variety of responses allowing the children on the SEND and the AGT registers to work to their full potentials;
- setting tasks which are differentiated according to the child's ability.
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants to support children individually or in groups.

## **Geography curriculum planning**

We use the national curriculum for geography and history as the basis for our curriculum and we have adapted this to the local context by building on the successful units of work already in place. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the children are increasingly challenged as they move throughout the school.

We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage; the geography subject leader works this out, in conjunction with the head teacher and teaching colleagues, in each year group and the children study geography topics in conjunction with other subjects, in a cross-curricular manner. Some topics have a particular geographical focus and in Key Stage 2 we place an increasing emphasis on independent geographical study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study.

As the basis for our medium-term plans, we use the national curriculum scheme of work which gives details of each unit of work for each term. The head teacher and geography subject leader keeps and reviews these plans on a regular basis. Because we have some mixed-age classes, we carry out the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum, but donot have to repeat topics.

The class teacher writes the lesson plans for each geography lesson (short-term plans). These plans list the specific learning objectives of each lesson. The class teacher keeps these individual plans, although s/he, the head teacher and the geography subject leader often discuss them on an informal basis.

### **Foundation Stage**

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geography learning of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in laboratory technicians' costumes, and through close inspection of the school garden, school pond, local geographical features during our Fresh Air Friday walks.

### **The contribution of history to other subjects:**

#### **English**

Geography contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Some of the texts that we use in English are geographical in nature. For example, in Key Stage 2 the children dramatise 'Peace Child,' to and the importance of developing eco-friendly habits and enhance the children's knowledge and understanding of Geography. Children develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports and letters and through using writing frames and dramatization of this play.

#### **Mathematics**

Geography teaching contributes to the teaching of mathematics in a variety of ways. Children learn to use numbers when developing a sense of statistics through doing activities such as thermometer readings and ordinance map reading. Children learn to interpret information presented in graphical or diagrammatic form.

#### **Computing**

We use computing in geography teaching where appropriate and we meet the statutory requirement for children to use technology as part of their work in geography at Key Stage 2. Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use digital cameras and iPads to record and use photographic images and they communicate with other children in other schools and countries by using e-mail.

#### **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social, citizenship and health education. Children develop self-confidence by having opportunities to explain their views on a number of geographical and eco questions and the debate surrounding moral issues such as organic farming and resource distribution.

### **Spiritual, moral, social and cultural development**

Spiritual - When teaching geography, we contribute to the children's spiritual development where possible, discussing the importance of taking care of our planet for ourselves and future generations.

Moral - Children make comparison between economically developed areas and less economically developed areas, and areas which uniquely contribute to biodiversity.

Social - We explore the geographical context of many of our social cultures today and compare to alternative social groups throughout the world.

Cultural - Through studying human geography, we explore many key cultural countries throughout the world; Ancient Greece, Ancient Egypt, Early Islamic geographical trade routes: the impact of invaders and settlers on geographical locations over time.

### **Religious Education**

As a Church of England Primary School, we follow the RE Norfolk and Suffolk Agreed Syllabus. Our pupils learn about the six main faiths and religions. During these lessons, the children are inspired to regard the significance of God's wonderful creation and to consider this planet with awe and wonder. Within this, we recognise Christianity as a global religion and consider the differences in approach around the world. Equally we look at Global distribution of the six main faiths followed in the UK, and discuss the significance of religious places including pilgrimages.

### **Art**

During art and DT, children study artists who reflect the topic studied in geography.

### **Music**

During music lessons, children study composers and musical pieces that reflect the topic studied in geography.

### **Impact**

#### **Assessment and recording**

We assess children's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments and next steps as necessary. At the end of a unit of work, the teacher makes a judgement about the work of each pupil in relation to the National Curriculum level of attainment, and records the children's progress on Target Tracker. This information is readily available to the headteacher, Geography subject lead and all the teachers of the school.

The geography subject leader keeps photographs of visits, displays and samples of children's work in the Topic Co-ordinator file. These demonstrate what the expected level of achievement is in geography for each age group in the school.

### **Resources**

There are sufficient resources for all geography teaching units in the school. We keep these resources in a central store where there is a box of equipment for each unit of work. The library contains a good supply of topic books and software to support children's individual research together with resources found on Discovery Education and appropriate resources from the internet.

### **Enrichment**

Children's Geography learning is enhanced by the many enrichment opportunities offered at Cavendish C of E Primary School. We place an emphasis on as many first hand experiences of geographical features as possible using our local vicinity and local environment as much as possible. In each key stage we give children the opportunity to visit sites of geographical

significance which are in the heart of their East Anglian community for instance when EYFS has many trips on Fresh Air Friday, Key Stage 1 visit a local organic farm, and in Stage 2 the children broaden their learning by going on fieldtrips to the Sudbury Meadows and a considerable walk from Cavendish to Clare to follow a route on an ordinance map. We encourage visitors to support and engage our pupils as for instance a visit from the Polar Institute in Cambridge and a workshop of the South American Rainforests. The children's geographical learning is also supported by a dramatic performance, 'Peace Child' to emphasis the care we need to take of our planet and, indeed, each other.

### **Cultural Capital**

Many of the above-mentioned enrichment visit activities support the history planning across all key stages and help to foster opportunities to develop the Cultural Capital of the pupils. By learning about their local geography and that of the whole of Britain, together with the opportunities provided in a well-planned PSHE curriculum, where there is an emphasis on British Values, children receive a strong sense of their Great British culture which is one of diversity and a culture with a varied and rich diverse heritage.

### **Inclusion**

We teach geography to all children, whatever their ability from those children on the Send Register to those AGT pupils. Geography forms part of the school's curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities matched to the needs of children, those more able pupils and those with learning barriers and we are mindful of the targets set for individual children in their Individual Education Plans (IEPs). We recognise the fact that in all classes there are children of widely-different abilities in geography and we seek to provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child.

### **Monitoring and review**

Monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The geography subject leader works closely with the headteacher, maintains an active action plan and reports to the headteacher the strengths and weaknesses in the subject and indicates areas for further improvement. The geography subject leader has specially-allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject.