



# Rishton Methodist Primary School

## Geography Policy

### School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise up .....take courage and do it"

Ezra 10:4

### Aims:

"A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives." (The 2014 Primary National Curriculum in England)

Geography teaching at Rishton Methodist Primary School teaches children about the Earth's key physical and human processes and helps children to have a better understanding of the world in which they live.

At Rishton Methodist Primary School we aim to:

- Stimulate pupils' interest in and curiosity about their surroundings
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems
- Develop pupils' competence in specific geographical skills
- Foster a sense of responsibility for the earth and its resources
- Develop children's awareness of local and international geography

### Teaching and Learning of Geography:

The Geography curriculum at Rishton Methodist Primary School is based upon the 2014 Primary National Curriculum in England, which provides a broad framework and outlines the knowledge, skills and understanding taught in each Key Stage. This framework is then carefully tailored to suit the needs of the children in the school. We build planned progression into the subject so that the children are increasingly challenged as they move up through the school. Each year group focuses on an area of the world starting at our local area, Rishton, in Reception, Lancashire in Year 1, England in Year 2, The United Kingdom in Year 3, Europe in Year 4 and the Americas in Year 5 and 6. This allows children to build on prior learning and see how each part fits within the area of the world from previous years and helps makes up the next larger part of the world. As well as focusing on the next step of the bigger picture in terms of locality, the children are also taught about a specific topic within the Geography National Curriculum Objectives, e.g. Rivers, Volcanoes. Whilst being taught about this topic, the children are introduced to another country or area of the world that they may not necessarily have been taught about previously or have encountered before. This allows the children to broaden their geographical understanding of the world and gain knowledge of different cultures and lifestyles.

A variety of teaching approaches are used when teaching Geography in school. These are:

- Whole class teaching
- Talking partners
- Mixed ability group work (co-operative groups)



- Problem solving and investigation
- Practical work
- Question and answer sessions, discussions and debates
- Individual and group research
- Use of key questions to promote higher order thinking skills
- Role play and drama
- Fieldwork and visits

### **Geography Curriculum Planning**

Rishton Methodist Primary School uses the National Curriculum programme of study to ensure full coverage of Geography objectives are taught. Teachers have taken the objectives from the programmes of study and created topics that allow these to be taught fully. At the start of each half term an end of unit outcome is set by each class teacher outlining what we expect the children to be able to do at the end of the term. Ways in which this outcome can be achieved are created using ideas from the Rainbow Continuum. This helps teachers identify different ways children can achieve the end of term outcome regardless of ability. Teachers then create an overview, mapping out a series of lessons that allow for a development of geographical knowledge and understanding as well as building on prior learning both from years before as well as in previous lessons in the current year.

Our short-term plans are those that our teachers write on a weekly basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson.

We also plan within a creative curriculum so often areas of geographical study are extended and enriched according to the knowledge and interests of the children and topics of a geographical nature are explored.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each topic and, through planned progression built into the curriculum, we offer them an increasing challenge as they move up the school.

### **Early Years Foundation Stage:**

Foundations for geography can be found within EYFS Characteristics of Effective Learning: Engagement, Motivation and Thinking, and the Prime and Specific areas of Learning and Development. In particular - Understanding the World: The World and People and Communities. Also Expressive Arts and Design: Exploring and using media materials.

A child's knowledge and understanding of the world develops through hands on practical experiences and opportunities such as making use of indoor and outdoor areas for investigations of the natural world, providing play maps, role play reflecting diversity and finding out about different cultures.

### **Cross-Curricular Links:**

At Rishton Methodist School we have a topic based approach to the curriculum, so geography is taught, based on two separate topics, for two half terms. Staff are encouraged to develop cross-curricular links with Geography and other subjects to provide a meaningful and relevant curriculum for all pupils.

### **Equal Opportunities in Geography:**

All children regardless of their race, sex, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

The curriculum is suitably differentiated to suit the needs of all children, including those with special educational needs. All necessary adaptations will be made to enable all children to access the curriculum. Fieldwork is adapted according to individual requirements.

### **More Able:**



Geography provides excellent opportunities to enhance the learning of more able pupils through the development of higher order thinking skills, creativity and self-expression. Pupils who show a particular talent for Geography will be identified by the class teacher and the co-ordinator for more able children and the Geography subject leader will be informed.

### **Assessment:**

During the planning stage, clear learning objectives for each lesson are set and opportunities for ongoing assessment are identified. As with all subjects taught at Rishton Methodist Primary School, class teachers use Assessment for Learning (AfL) to continually inform and adapt their planning to suit the needs of the children in their class. We assess the children's work in Geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a term's work, we make a summary judgement of the work of each pupil. Self-assessment and peer-assessment are also encouraged in order to foster independence and develop the children's evaluative skills.

### **Health and Safety**

Fieldwork and site visits are an important part of Geography teaching. School health and safety guidelines will be followed at all times and a full risk assessment completed for all visits.

### **Monitoring and review:**

All staff are responsible for implementing the Geography policy. Changes and developments of the Geography curriculum are dealt with during INSET days and staff meetings. Staff keep up to date with the latest ideas by attending courses.

The effectiveness of this policy will be reviewed annually or when the need arises and the necessary recommendations for improvement will be made to the Governors

Date of next review of Curriculum policy: January 2022

Signature from Governors:	Date:
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Signature of Head teacher:	Date:
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