



Chad Vale Primary Geography Policy

At Chad Vale Primary School we follow:

- The policies and procedures from Birmingham City Council and Birmingham Safeguarding Children Board (BSCB) which includes the Government's Prevent strategy.

Policy Written by:	Jacob Pollak
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School's review date:	October 2023

CHAD VALE RESPECTING RIGHTS

This policy is written with consideration to our school's commitment to the Rights of the Child (UNRC) and our achievement of becoming a Rights Respecting School. Although direct reference to this is not continuously made, the policy has been written with full awareness of our responsibility and commitment to this purpose.

As a school we have decided that the following rights link to this policy:

Article 17: (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 22: (special protection of refugees) Every child has the right to special protection if they are a refugee. Governments must help to reunite every child with their parents.

Article 29: (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.



GEOGRAPHY POLICY STATEMENT

Geography at Chad Vale teaches an understanding of locations and environments. Through their work in geography, children develop a knowledge of their local area, and they compare their life in this locality with that in other regions in the United Kingdom and in the rest of the world. They learn how to construct and interpret maps (both local and global) and develop their skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, the children will also gain an appreciation of life in other cultures. In physical geography, the pupils will develop a knowledge of some natural disasters and an understanding of plate tectonics. Geography teaching should motivate children to find out more about the physical world and enable them to recognise the importance of sustainable development for the future of our planet.

Through geography at our school, we aim to offer:

- A rich and varied curriculum that will encourage self-confidence and independence of learning, meeting the needs of all children.
- A quality curriculum which is challenging and exciting and which fulfils the legal requirements of the National Curriculum.
- An environment which enables success and achievement, where high expectations lead to high standards, encouraging everyone to reach their full potential.
- A focus on our local area including educational visits to nearby parks, urban features, walkways and museums.

THE NATIONAL CURRICULUM 2014

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- Are competent in the geographical skills needed to:
- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- Communicate geographical information in a variety of ways, including through maps and writing at length.

PLANNING

The school uses the national curriculum as the basis of its planning which is mapped out on a long-term grid for each year group. Each year group has saved plans for each topic on the school's shared system with specific learning objectives. The class teacher uses these individual plans and may discuss them with the geography subject leader on an informal basis. It is expected that each year group will use our lesson scheme resource website 'Oddizzi' to ensure a whole school approach. The planning of geography builds upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each area and, through planned progression, we offer them an increasing challenge as they move up the school.



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, we relate the geographical aspects 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 collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

CROSS-CURRICULAR LINKS

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. In addition, there is an emphasis on learning new or technical vocabulary in line with the school's approach to reading. Some of the texts that we use in English are geographical in nature. We believe that these activities help to develop the children's speaking and listening skills, reading skills and writing abilities.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. In Key Stage 2, the children learn about the world's time zones and can calculate times in different parts of the world. They also use graphs to explore, analyse and illustrate a variety of data.

Science

During our geographical study of volcanoes, the children link rock types to their work in science, including trips to local museums. The children also make links with their work on evolution and the study of fossils. In addition, the children will link their study of seasonal patterns and hot and cold areas to their scientific study of weather.

History

Geography at Chad Vale links to history in a number of ways. The children learn about different settlements and civilisations. They also study some local history and investigate how the land and area has changed over time, studying past and present maps including key human features. The children will also explore the human and physical geography of Greece and its culture over time, linking to our history topic of the Greeks.

Information and Communication Technology (ICT)

We make provision for the children to access computers and iPads in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2 and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They use digital and computer mapping and research information through the Internet to help locate countries and rivers.



Personal, Social and Health Education (PHSE) and Citizenship

Geography can inspire pupils to develop their concept of themselves as global citizens and become aware of a range of social issues. Children study the way people recycle materials and how environments are changed for better or for worse and the impact an individual may make. The nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. Geography promotes interest in exploring, understanding of, and respect for cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

GEOGRAPHY AND SEN

At Chad Vale Primary School, we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching, we provide learning opportunities and differentiation that match the needs of everyone, enabling all pupils to access the curriculum.

ORGANISATION

The expectation is that geography is taught for three half-terms across a year. In some instances, this may be taught as a 'block'. Teachers will follow the national curriculum points highlighted for their year groups along with the 'I can' statements from the Educater system to ensure complete coverage. Knowledge organisers are provided for each main topic in each year group.

RESOURCES

Geography resources are located in a designated area within the school. We have a range of atlases suitable for both key stages, local maps (including a personalised OS map for the area) and map reading guides. For orienteering, we have a detailed scaled map of the school and grounds including control codes and markers placed within the boundaries. To aid this facility, there are also high-quality compasses. As a digital resource, the school subscribes to Oddizzi – a geography-specific site that all pupils have a login for where they can access materials linked to their learning and fun quizzes to consolidate their school work. Teachers can use this to help their planning and also access resources including powerpoints and tasks. The geography lead is responsible for ensuring these resources are available and maintained.

ASSESSMENT AND RECORD – KEEPING

It is expected that work will be assessed in keeping with the school's assessment policy. We assess the children's work in geography by making informal judgements as we observe the children during lessons. Work will be differentiated by ability and once children have completed a piece of work, it will be marked according to the school's marking policy. Where appropriate, children should be provided with feedback which allows them to focus on the next steps in their learning. Teachers will also assess the children's learning through the 'Educater' tracker system as an ongoing assessment and at the end of each term.



MONITORING/ EVALUATION

The leader will monitor the policy, planning and teaching and provide support where necessary. Ongoing monitoring of provision takes place throughout the year. Book trawls, lesson observations and team-teaching are all ways in which the leader monitors and evaluates provision in their curriculum area (COVID rules permitting).

INCLUSION AND EQUAL OPPORTUNITIES

All teaching and non-teaching staff should ensure that all pupils, irrespective of gender, ability, ethnicity and social circumstances, have access to, and make the greatest progress possible, in all areas of the curriculum.

Policy agreed on:

Chair of Governors: