



GEOGRAPHY POLICY



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Our Mission Statement

We are a caring, village school which promotes Christian values, where each child receives a high standard of education that is broad, challenging, exciting and encourages creative thinking. We encourage every learner to be the best they can be, to reflect and plan the next steps in their learning journey, demonstrating a respect towards others and contributing to the communities of which they are a part.

Our Vision

Our vision is to nurture unique individuals who are outstanding learners, demonstrating wisdom, responsibility and kindness within their communities. Using the Good Samaritan as our role model, we know that loving others as we are loved is upmost for happy, healthy lives.

Values

Wise - we think wisely and are committed to learning. We relish and retain knowledge and value high standards. We have high expectations, high aspirations and enjoy challenge. Like the wise man who built his house upon the rocks (Matthew 7), we think creatively and use learning to make good decisions. We have firm foundations for our lives.

Responsible – we are responsible for ourselves – our well-being, our behaviour and our learning. We strive to be the best people we can be and the best person for others. We have a responsibility to others inside and out of school and at times need to be patient, tolerant and courageous in demonstrating this. As Noah had to step up when God asked him to, so must we. We are a school family whose strength is in our ability to work together. We know that perseverance and hard work will bring reward and that resilience is about coping with challenges positively.

Kind - we are kind. Through support, nurture and understanding we all flourish. Each one of us is unique – on the outside and inside. We value diversity and respect difference. There are hundreds and thousands, millions of us but God knows everyone and God knows me!

Curriculum Intent

Our curriculum is designed around our Christian values. Each term, we focus on 3 values across the school and develop a working understanding of them through our choice of texts and foundation subject learning, embedding reading and maths at the core. Our approach is to deliver knowledge rich, sequential learning which excites and inspires, provides opportunity for recap and challenge, raises questions for debate, develops learners' confidence and enables independent learning to flourish. High standards, collaboration and valuing individuals' well-being is at the heart of this process. We believe that how we teach is as important as what we teach and that enrichment experiences are an entitlement. We want our curriculum to enable our children to be wise, responsible and kind in line with our school core values.



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The importance of geography to the curriculum

Geography provokes and answers questions about the natural and human world, using different scales of enquiry to help pupils to do this; it also helps them to view people, places and environments from different perspectives. It develops knowledge of places and environments across the globe, understanding of maps, and a range of investigative and problem-solving skills, both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography provides a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures, which is an essential element of our provision in a school where the majority of pupils are white British. This also forms an important element of our Rights Respecting Schools work, as we explore a range of geographical topics linked to the UNCRC (United Nations Convention on the Rights of the Child.)

Geography Intent

At Buckland, we aim for a knowledge rich geography curriculum which will inspire in pupils a curiosity and fascination about the world and its people. We want to foster pupils' sense of awe and wonder at the beauty of the world surrounding them linking this with their spiritual development. We want to stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on the Earth and a recognition of the importance of promoting and living sustainable lifestyles. Children should leave Buckland with an understanding of the effects and responsibilities we have towards our environment, its sustainability and our future within it. Children should recognise that none of these issues are easy and that different perspectives and challenges exist across the planet, and that these attitudes and challenges can in themselves cause disagreements. Children should recognise that we are interconnected and interdependent with other people and ecosystems around the world. Our teaching will equip pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes at a variety of scales from a local to a global level. In doing this, children will develop geographical skills: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining knowledge, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

Aims

The school aims to:

- Stimulate pupils' interest in their surroundings and in the variety of human and physical conditions on Earth.
- Foster pupils' sense of awe and wonder at the beauty of the world surrounding them (links with spiritual development).

- Help pupils develop an informed concern about the quality of the environment and the future of the human habitat.
- Enhance pupils' sense of responsibility for the care of the Earth and its people and secure their commitment to promoting and living sustainable lifestyles.
- Develop pupils' skills of critical enquiry and an ability to handle and interpret information, through asking and answering geographical questions and using ICT to communicate with and explore a variety of places and environments and the people that live there across the world.
- Help pupils explore values and attitudes about complex issues.
- Enable pupils to study the above across a range of places, cultures and environments at a variety of scales, from local to global.
- Foster a sense of understanding about how we are interconnected and interdependent with other people and ecosystems around the world.

Curriculum

In the Early Years Foundation Stage, children learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. Forest School-style activities also support children in developing a deeper understanding of and appreciation for the environment.

At key stage 1, Pupils explore their local area alongside a contrasting location in the UK or abroad, learning about the environments of both places and the people who live and work there. They learn about the wider world in which they live and carry out simple geographical investigations inside and outside the classroom. Whilst doing this, they are encouraged to ask geographical questions about people, places and environments, and use geographical resources such as maps and photographs.

At key stage 2, pupils investigate and make links between a variety of places and environments at different scales in the UK and across the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiries inside and outside the classroom, ask geographical questions and use geographical resources such as maps, atlases, aerial photographs and ICT.

Year 3 / 4 pupils visit a location in Dorset on residential and Year 5 / 6 go to an outdoor Centre in Wales on residential. These experiences provide opportunities to investigate other localities firsthand. This helps pupils to develop an understanding of the similarities and differences of places.

We fully exploit the use of local educational visits to support our geographical enquiry work. These places include Badbury Clumps, the River Thames, Blenheim Palace, Hill End, White Horse Hill and the Northmoor Trust in Little Wittenham. Year 5 and 6 children also use their residential trip to the Brecon Beacons to support their work on mountains and rivers. The school pond is used to enhance the children's understanding of environments.



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Knowledge Development

Both key stages work on a 2-year rolling programme which provides a creative, and thematic, knowledge-based curriculum. Overviews are used to ensure that there is developmental progression across year groups and for individual pupils.

The curriculum is broad and balanced and ensures that:

- Geography is taught as a discrete subject but often as part of a broader curriculum topic.
- Pupils experience geography as part of a blocked unit of work.
- Fieldwork is an essential component of pupils' entitlement and is arranged as appropriate to support studies. We use our local area to support first-hand experiences as much as possible.

Impact /Assessment and Reporting

- Outcomes in Geography and English books, will help evidence a broad and balanced geography curriculum and demonstrate the children's acquisition of identified key knowledge
- Emphasis is placed on analytical thinking and questioning which helps pupils gain a coherent knowledge and understanding of Buckland's and Britain's place in the wider world.
- Discussions with children, monitoring books and displays will help ensure that the teaching has impact and knowledge is retained.
- Assessment focuses on the levels of performance in relation to the objectives.
- The large majority of children will achieve age-related expectations in Geography before they go onto secondary schools. We use the Cambrian Learning Trust Year 6 milestones to help form these judgements as well as the National Curriculum standards.

Safe practice and out-of-school Opportunities

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations and in line with our Safety on Educational Visits policy.



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ICT

ICT is used to help pupils discover and explore things that they would not normally be able to do as well as analyse and present information in different ways. They apply their ICT skills when using the Internet, interrogating databases and whilst locating information and videos. We use Digi Maps in KS1 and 2 to support the teaching of Geography.

Equal Opportunities

We provide activities for all pupils in which equality of opportunity is supported irrespective of gender, race or disability, taking into account the individual needs of all children.

Intentions

To aid pupils' all-round development in Geography, we provide opportunities for independent learning and creative risk taking. Appropriate teaching styles will be used for different activities.

We provide opportunities for collaborative group work as well as individual tasks. Teaching pupils with SEND requires special attention and staff will take this into account when planning lessons, providing support and/or scaffolded activities as necessary.

Monitoring

It is the responsibility of the Geography coordinator to ensure the implementation of this policy, monitor standards, offer advice and support to staff, provide a model and promote excellence in children's achievements. This may involve teaching different groups of children and providing input at different times. The coordinator will ensure that development priorities are reflected in the Subject Development Plan.