

# **Moorside Primary School**



## **Geography Policy**



## **MOORSIDE PRIMARY SCHOOL**

### **PURPOSE, VISION & VALUES**

#### **Our Purpose**

Moorside Primary is a school at the heart of our diverse community in the West End of Newcastle.  
We pride ourselves in being a caring school community where everyone is welcome.  
We strive to deliver an outstanding education for all our children.  
We help everyone to become caring and active citizens  
We encourage everyone to thrive and achieve their full potential.

#### **Our Vision**

We want everyone in our school to work together to make us as good as any school can be.  
We want to create new opportunities for everyone to succeed.  
We want to create a culture which broadens all of our horizons.  
We want everyone to be able to tackle the challenges we will face in an ever changing world.  
We want all of our children to effectively engage with each other and with our community.

#### **Our values**

##### **We all believe that**

Our local community deserves a school they can be proud of  
We are a caring community where everyone is welcome  
We all value, respect and support each other  
Our community has the right to be safe and healthy.  
Our children should have the chance to enjoy and be enthused by their time in our school

##### **We all work together to make sure that**

Everyone always tries their best and take pride in all that they do  
Everyone demonstrates good manners at all times  
Everyone respects each other and show consideration  
Everyone respects and cares for our environment and resources  
Everyone celebrates each other's successes and achievements

## **Introduction**

Geography entails the study of places, the human and physical processes that shape them and the people who live in them. It helps pupils make sense of their surroundings and the wider world and helps pupils to understand the ways of life and cultures of people in other places.

*"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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes."*

*National Curriculum – 2014 Geography Purpose of Study*

At Moorside Primary School we believe Geography is an important part of the curriculum through which pupils can become engaged and develop key skills. It is an exciting, relevant subject which can be seen in action in the daily lives of our pupils. As a school we have developed and continue to develop many cross-curricular links to ensure pupils are able to see the subject in the context of themselves and the lives of the community around them and the wider world.

## **Aims**

- To develop geographical knowledge and understanding of places in the world.
- To help pupils to develop a sense of identity through learning about their local area, the UK, Europe and other parts of the world.
- To enable pupils to be aware of and understand environmental problems at a local, regional and global level.
- To develop a variety of geographical skills including mapping and research skills
- To develop their geographical vocabulary.
- To formulate appropriate questions, develop research skills (collect, analyse and communicate data) and evaluate material to inform opinions.
- To stimulate children's interest in their surroundings and develop their knowledge and understanding of the physical and human processes which shape places.
- To increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- To provide learning opportunities that enthuse, engage, and motivate children to learn and to foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To enable children to make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop their geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes, atlases and maps and identify geographical features.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

### **Teaching, learning and assessment**

We use a variety of teaching methods in our lessons and continuously adapt to the range of learning styles our pupils have. We believe in whole class teaching methods, where every pupil has the opportunity to access the learning objective with various means of adult support, differentiated learning activity, visual prompts, physical aids and key vocabulary mats. We encourage pupils to ask as well as answer challenging and high order geographical questions.

Effective assessment for learning ensures all pupils are challenged and supported appropriately and the grouping of pupils remains fluid. All pupils are assessed against the knowledge and skills from the National Curriculum which have been split up in to individual year groups to ensure progression throughout a pupil's school journey. Assessment in geography is ongoing and formative with a variety of strategies used such as observation, discussion, marking and questioning.

At Moorside, we assess the 'whole child' and therefore do not assess a pupil's geographical understanding and ability based only on their writing standard. We encourage our pupils to talk with enthusiasm and confidence about a piece of their geography work or a linked learning experience.

### **Geography curriculum planning**

We use the National Curriculum for Key Stage One and Two together with the Early Learning Goals as our main curriculum guidance. We have used these documents to form our long term and medium term plans ensuring there is both coverage and progression of key skills, knowledge and understanding throughout school.

The medium term plans focuses on specific skills for use in short term planning and we encourage staff to adapt these to suit the needs of pupils in their classes where necessary. We aim for pupils to be given the opportunity to build upon their previous learning, learn new skills and apply these in new contexts.

We make use of the local environment in our fieldwork as well as our own school grounds and meadow. As a school we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

### **Inclusion**

At Moorside Primary school, we teach geography to all children whatever their ability and we teach a broad and balanced curriculum to all.

Teachers take account of the three principles of inclusion:

- Setting suitable learning challenges
- Responding to the diverse learning needs of pupils promptly and efficiently
- Overcoming potential barriers to learning for individuals in order to narrow the progress and attainment gap

### **Equal opportunities**

It is the responsibility of all staff at Moorside Primary School to ensure that children irrespective of ability, race, gender, faith and disability are given full access to the geography curriculum and make the best possible progress to reach their full potential.

### **Resources**

We have sufficient resources in our school to be able to teach all of our identified geography units. These resources are in a central store and are readily available for all. The subject lead monitors these resources which are replenished when necessary in line with new curriculum developments. Our biggest resource in school is our adults. We have a high staff to pupil ratio and believe the positive reinforcement of learning and modelling of language has maximum impact on pupil progress and attainment.

### **Fieldwork**

Fieldwork is integral to effective geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry on our site, meadow and in our local area. We plan visits out to different localities and also plan opportunities for residential visits in contrasting localities. Risk assessments are carried out to ensure our pupils safety.

### **Monitoring and Review**

The geography curriculum leader and team alongside the senior leadership team will monitor the subject to ensure high standards are in place consistently across school.

## **Enquiry Questions**

We would like our pupils to develop and generate their own enquiry questions over their learning journey, the following questions can be modelled by adults within the learning environment and can be used as a scaffolding prompts during group and paired discussions.

- ❖ What are the main features physical and human features?
- ❖ What are the main land uses?
- ❖ Why is the village like this?
  
- ❖ What is the weather like?
- ❖ What leisure activities do people do?
- ❖ What does it feel like to be in this place?
  
- ❖ How does noise affect us?
- ❖ Which places around school are busy and quiet and why?
- ❖ How much do we throw away? Can we recycle some of it? How and why?
- ❖ How much do we drop on the floor? Where is the litter dropped?
- ❖ Where are the bins?
- ❖ What evidence is there that this place has not been 'cared for'?
- ❖ How can we improve this area?
- ❖ Who is responsible for looking after this area?
  
- ❖ What are the main human and physical features of India?
- ❖ What is the weather like?
- ❖ Are there shops and markets in Chembakolli?
- ❖ Where is the nearest market town?
- ❖ How does this compare with a market near home?
  
- ❖ What are the main traffic problems?
- ❖ How is the traffic controlled?
- ❖ Are these measures successful?
- ❖ Could a traffic-free high street help?
  
- ❖ Are there areas of water after rain? Are they large or small?
- ❖ Are they due to poor drainage?
- ❖ Do they drain to one point?
- ❖ Does the river change appearance along its length, or over time?
- ❖ How fast is it flowing?
- ❖ What processes are acting here?
- ❖ What is the river used for?
- ❖ What do I already know about this river?
- ❖ What do I think it will be like?
- ❖ Where is it? How does it link with other places?
- ❖ What is the pattern of this river?
- ❖ How does it change?
- ❖ What would it feel like to be there?
  
- ❖ What is it like here? How will this change?
- ❖ How will people in the community respond?
- ❖ How will this affect journeys to work, or school?
- ❖ What alternative routes could be used?

<b>Date to be implemented</b>	May 2019
<b>Date to be reviewed</b>	April 2020