

Foundation Topics

Date	Review Date	Coordinator
March 2017	March 2019	Shahnaz Malik

Rationale

This policy outlines the learning, teaching, organisation and management of geography at Buttercup Primary School the implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Deputy Head Teacher Through our teaching of geography we aim to:

- Stimulate pupils' enthusiasm for, and curiosity about their surroundings and the wider world
- Increase their knowledge and understanding of the different communities and cultures within Buttercup Primary, Tower hamlets East London Britain and the world - and how these relate to each other
- Increase their knowledge and understanding of the changing world
- Encourage pupils to ask questions and propose solutions to environmental problems within Buttercup Primary School and the wider world
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds (in line with our outdoor learning policy) earth, its people and its resources.

Through Geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.
- Renew, update and oversee the audit of resources needed to deliver the curriculum
- Monitor and evaluate the learning and teaching of geography
- Develop assessment and record keeping ensuring progression and continuity
- Keep abreast of developments in the teaching and learning of geography.

Beliefs and Principle

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- Encourage pupils to ask questions and propose solutions to environmental problems within Buttercup Primary School and the wider world
- Develop pupils' competence in specific geographical skills (such as use of maps, secondary sources, ICT, aerial photographs, data logging equipment and considering evidence from a range of sources).
- Foster a sense of responsibility and respect for our school grounds (in line with our outdoor learning policy) earth, its people and its resources.
- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.

Learning Outcomes

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens.

Curriculum Framework

Learning and Teaching in geography will be in line with the school's *Teaching and Learning Policy*, where provision is made for all learning styles.

The geography curriculum at Buttercup Primary School is designed to provide children with learning opportunities that reflect the breadth and balance of contexts outlined in the New National Curriculum.

As an integral part of the teaching and learning of geography children will be given the opportunity to undertake purposeful fieldwork, communicating their findings in a variety of way

We are very proud of our extensive school grounds and use these in a variety of ways to help children learn geographical skills and to respect the school grounds and wider environment.

We hold a termly Green Day which is an integral part of our geography teaching which contributes to our development of global citizens.

Learning is organised in a two year cycle, with there being a minimum of three geography themes within that cycle. Geography is linked to other foundation subjects, particularly history, RE and Science, through our KUW Area of Learning.

Resources

Geography resources are allocated according to what themes are taught in each age group. Children will have the opportunity to use the following resources: globes, atlases, visual media (including aerial photographs), information books, maps, graphs, compasses, measuring equipment and ICT.

Assessment for Learning

Opportunities for assessment will be identified in curriculum overviews for each age group, and these will be based on an assessment of key skills and essential knowledge and understanding within Geography. Methods of assessment will vary as appropriate to the learning. A portfolio of work from Y1 to Y6 will show examples of geographical work. Reporting to parents occurs annually within a child's written report to parents.

Display

Display is an integral part at Buttercup Primary School Good displays should:

- Supports enquiry based learning through appropriate resources
- Stimulates curiosity about the world
- Has an international dimension
- Celebrates achievement and learning

Display may be ongoing where knowledge, skills and understanding are being developed. Displays are likely to include:

- Books (fiction / non-fiction / made by children)
- children's 2d and 3d work
- objects
- photographs
- images
- diagrams
- models
- Equipment.

Labels will include 'what we have been learning', Entry / Exit points, vocabulary etc. Maps, atlases and globes may also be displayed.

Monitoring and evaluation of Geography

Review, monitoring and evaluation of the Geography will be delivered through:

- Staff meetings and Curriculum Team meetings.
- learning walks
- book Look
- INSET

Health and Safety

This policy needs to be read alongside our *Health and Safety Policy*. Consideration needs to be given to conducting appropriate Risk Assessments and ensuring the safeguarding of children and staff when planning and carrying out geography activities.

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not priorities or disadvantage any pupil and it helps to promote equality at this school.

Linked Policies

Science Policy	ICT Policy	PE Policy	PSHE Policy
English Policy	Mathematics Policy		

Headteacher:	Rena Begum	Date:	
Proprietor:	Nadeem Rehman	Date:	

Geography - Initial Equality Impact Assessment

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)																									
Foundation	To outline the rationale, principles, content, and delivery of the International Primary Curriculum which is used throughout the whole school.		✓																										
This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	Proprietor	School Volunteers	School Visitors	Wider School Community																						
	✓																												
Question	Equality Groups															Conclusion													
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	✓
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'				
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Yes	No
	✓			✓			✓			✓			✓			✓			✓			✓			✓			✓	
Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.																												
Preliminary EIA completed by		Date		Preliminary EIA approved by		Date																							
Rena Begum		September 2017		Nadeem Rehman		September 2017																							