

***Holly***



***Primary School***

**Geography Policy**

## **Aims and Objectives**

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

## **Planning**

Geography is a foundation subject in the National Curriculum. We have incorporated all the skills through the use of topic planning and have ensured that the children receive a balanced geography curriculum across the school which incorporates all the necessary research, reference and recording skills.

Our curriculum planning is based on National Curriculum objectives.

The medium-term planning is done through specific topics in each year group that allow children to develop the necessary skills and knowledge required in their Key Stage. Teachers of classes within each year group plan the curriculum and activities to cover the specific learning objectives and expected outcomes for each lesson. The objectives and skills are mapped out over both Key Stages to ensure all children cover every objective.

## **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 of the National Curriculum, 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.

## **The contribution of geography to teaching in other curriculum areas:**

## 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.

## Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. Children study space, scale and distance. They also use graphs to explore, analyse and illustrate a variety of data.

## ICT

Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. Educational software is used to support the learning e.g. CD-ROM, interactive white boards etc. Children also have the opportunity to use the digital camera to record and use photographic images. Videos and video cameras are used to support work and field trip experiences.

## PSHE and Citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Children study about the way people recycle material and how environments are changed for the better or for the worse. Children are allowed to organise events which are matters of concerns to them. Geography in our school promotes the concept of positive citizenship.

## Spiritual, moral, social and cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' (global interdependence and understanding long term sustainability issues) in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping and acquire a positive attitude towards others. We help contribute to children's social development by teaching them about society, and how it works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions throughout the schemes of work.

## Fieldwork

We believe that fieldwork is integral to good geography teaching and each year group has at least one fieldwork experience KS1 go out into the school grounds and the locality around the school. The field work in KS2 takes the children beyond the immediate vicinity of the school and includes a residential visit.

## Teaching and Learning Style

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage

children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

## **Inclusion**

All children in our school learn geography. Learning opportunities are presented in ways that allow all children to make progress and develop their skills and knowledge. This is achieved by reflecting on children's prior knowledge and skills, setting suitable learning targets and differentiating activities according to each individual's needs. The Inclusion Policy expects that there will be appropriate differentiation in geography for pupils with SEN and pupils identified as More Able. Through our geography teaching, we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Where necessary, some children may require an individual support plan and these are planned for and worked through accordingly.

## **Assessment**

We see assessment as an integral part of the teaching process. We endeavour to make our assessments purposeful, allowing us to match the correct level of work to the needs of the pupils, thus benefiting the pupils and ensuring progress. Assessment is carried out in line with the School Assessment Policy. Teachers make informal judgements and incidental observations during each lesson, which help to inform future planning in order to ensure work is challenging and achievable. Children should be involved in the assessment process where possible through the use of self and peer assessment. Dialogue, both verbal and written, in line with the school's marking policy.

