

## **A Policy for Geography**

**Reviewed 1.10.2019 (RS)**

### **Mission Statement**

The policy reflects the school values and philosophy in relation to the teaching and learning framework within which teaching and non-teaching staff can operate and give guidance on planning, teaching and assessment. This policy should be read in conjunction with the objectives from the new National Curriculum (2014).

This document is intended for all teaching staff, non-teaching staff with classroom responsibilities and school governors.

### **The Importance of Geography**

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

Geography provides a focus within the curriculum for understanding and resolving the issues concerning environment and sustainable development. Geography allows pupils to encounter different societies and cultures leading them to realise how nations rely on each other.

Geography can encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and to the environment.

High quality geography education should inspire pupil's curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

### **Key aims of Geography:**

To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of places and of the natural and man-made environments.

### **Selected Objectives**

To extend children's awareness of and develop their interest in their surroundings leading to the identification and exploration of features in the local environment.

To observe accurately and develop simple skills of enquiry. In so doing to be aware if the changes taking places in their own locality and in other areas studied. Through these

studies, gaining an appreciation of the ways in which human decisions influence these changes.

To gain a perspective in which children can place local, national and international events.

To develop a wide range of skills and competencies that are required for geographical enquiry and which are also applicable to other situations.

To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.

To interpret a variety of maps, globes, aerial photographs and Geographic Information Systems (GIS). To be able to use digital and computer based map programmes to find places, change the scale and style of maps and add detail and symbols.

To gain familiarity with globes and atlas maps and be able to identify such features as the continents , oceans, countries, cities, key physical and human characteristics and land use.

To continue to develop language and mathematical skills through studies in geography.

To acquire skills in carrying out observations and collecting, organising, recording and retrieving information as part of an enquiry. To be able to use a variety of source materials to find information out about their own locality and different places. To be able to communicate their findings and ideas in a variety of modes: writing at length, pictures, models, diagrams, and maps as well as through oral contribution.

To help pupils act more effectively in the environment as individuals and as members of society.

### **Learning Across the National Curriculum**

The National Curriculum can promote learning across the curriculum in a number of areas such as spiritual, moral, social and cultural development, key skills and thinking skills. The teaching of geography can contribute effectively to these areas of learning and links to the areas identified in the medium term planning sheets.

As a school we aim to break down the barriers between subjects through a creative curriculum.

### **Teaching Approaches, Time Allocation, Classroom Organisation**

A variety of teaching techniques are presented to children throughout their geography lessons. These include:

Teacher guided sessions, where information is provided.

Mixed ability group work where children can discuss information and use their skills with a group or learning partner.

Class discussions where children can contribute with their own opinions and understanding.

Differentiated tasks allowing children of different ability levels to work at an appropriate pace.

The use of role-play to consider contentious issues.

The use of visual aids and multimedia resources in presenting materials to the children.

The use of fieldwork where possible so that children gain first-hand experience of a locality and contrasting environments.

Integrated use of ICT.

Speakers or visitors with relevant experience.

Independent writing in literacy relating to the geography theme.

The teaching of geography through art/DT such as using collage or model making.

Each child will receive a minimum of 35 minutes of geography teaching at KS1 and 40 minutes at KS2 each week. This subject may be taught in blocked units or as a weekly lesson. The choice of delivery timing will be left to individual teachers.

The organisation of the classroom will vary according to the activity that is being carried out depending on resources used, viewing audio visual aids, group work or role play.

## **Resources**

Resources are stored in the group room (old staff room) and topic resources are kept in class. Resources are purchased from within the geography subject budget in accordance with the needs of the staff, and feed into the geography development plan.

## **Assessment, Recording and Reporting.**

The subject approach to assessment, recording and reporting follows the whole school policy guidelines.

All pupil's work is regularly marked.

Reports are completed during the academic year when indications are made as to the individual's progress in this area of the curriculum. There is no statutory obligation to report on children's attainment in the form of levels in this subject. The teacher will comment on the children's effort and attainment in accordance with age related expectations.

At the end of the academic year, the class teacher will use the KLIP's to assess whether children are working above, at or below the expected standard in geography.

## **Inclusion and the Geographical Curriculum**

Each teacher will be aware of the needs or statements/individual education plans of the children in the class that they are teaching. Teachers take account of the three principles of inclusion set out in the National Curriculum that relate to how teachers plan and teach the curriculum through:

- Setting suitable learning challenges
- Responding to diverse learning needs of pupils.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

These principles will be considered when developing the chosen geographic units for use in the classroom (short term planning).

## **Able, Gifted and Talented**

Each class teacher will identify children who are more able learners for geography. Provisions will be put in place to help these children reach their full potential and lessons will be carefully planned to ensure these children are challenged appropriately.

## **Staff development**

Staff development in this area of the curriculum is available through the county course programme and through meetings with colleagues from other educational establishments.

Teachers who have attended geography courses report back to colleagues at the following staff meeting.

School INSET provides opportunities to compare developments in this area of the curriculum with other subject disciplines.

## **Fieldwork**

This is a vital aspect of the geography curriculum. Where possible children are provided with opportunities to study topics within the outside environment.

See the Educational visits Co-ordinator with regard to taking trips out of the school and the funding policy as agreed by the school governors.

## **Equal Opportunities**

Children irrespective of ability, race or gender are given full access to the geography schemes of work. The use of differentiation by outcome allows children to respond to the work presented to them at the appropriate level.

### **Evaluation – Review – Modification**

This policy document will be reviewed regularly to assess its value as a working document.

Those areas which have not worked particularly well will be modified according to the experiences that have taken place.