



Geography Policy

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Geography Policy

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1 Aims and Objectives

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.

As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
 - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

2 Teaching and Learning Styles

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 children the opportunity to use a variety of data such as maps, statistics, pictures and we enable them to use technology in Geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities within the immediate school environment.

We recognise the fact that there are children of 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.

3 Geography Curriculum Planning

We use the National Curriculum as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school by making use of the local environment in our fieldwork. We also choose a locality to study where the human activities and physical features provide a contrast to those that predominate in our immediate area. One such example of this is our study of Todmorden, the town our Year 6's visit on our yearly residential trip.

Our long-term plan maps the Geography topics studied in each term during each Key Stage.

Our medium-term plans follow the National Curriculum Programmes of study and give details of each unit of work for each term. We do the medium-term planning on a two-year rotation cycle in Key Stage 2. In this way, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move through school.

4 Foundation Stage

We teach Geography across the EYFS as an integral part of the new EYFS curriculum. We relate the geographical aspects of the children's work to the objectives set out in the EYFS document.

Geography makes a significant contribution in 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, making and tasting food from different countries and looking closely at our local environment and using and developing our immediate school environment.

5 Links to Other Curriculum Areas

5.1 *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. We ensure that some of the texts that we use in English teaching are geographical in nature. In Key Stage 1 we use the Katie Morag books by Mhairi Hedderwick to develop children's knowledge and understanding of island life.

5.2 *Mathematics*

Geography in our school contributes to the teaching of Mathematics in a variety of ways. We teach the children how to represent objects on maps. The children study directions and positional language. They also use graphs to explore and illustrate a variety of data.

5.3 *Computing and Technology*

We make provision for children to use technology in Geography lessons where appropriate. Children use computers and ipads in Geography to enhance their skills in data handling and in presenting written work; they research information using the Internet, ipads and the interactive white board.

5.4 *Personal, Social & Health Education (PSHE) and Citizenship*

Geography contributes significantly to the teaching of PSHE and Citizenship. Firstly, the subject lends itself to raising matters of

citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions.

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 other people and acquire a positive attitude towards others.

6 Assessment and Recording

We assess the children's work in Geography by making informal judgments as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgment of the work of each pupil in relation to the National Curriculum. More details of this can be found in the 'Geography Assessment N/C 2014 Document. We then use this information to assess and plan future work and to provide the basis for assessing the progress of the child. Parents are informed of progress in Geography on our end of year reports.

The Geography Co-ordinator carries out a 'Work scrutiny' each year. The outcomes are published, shared with staff and discussed.

7 Resources

We have sufficient resources in our school to be able to teach all the Geography units we cover in the National Curriculum for Key Stage 1 & 2 and the Foundation Stage Curriculum. We keep some of these resources in a central store. We also keep a set of atlases suitable for both Key Stages. In the library we also have a supply of Geography topic books to support the children's individual research.

8 Fieldwork

Fieldwork is integral to good Geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

At Foundation Stage and Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities

to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. We also offer Year 6 the opportunity to take part in a residential visit to Robinwood Activity Centre at the beginning of the Autumn Term.

9 Monitoring and Review

The Geography Co-ordinator is responsible for monitoring the standard of the children's work annually. They are also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and in providing a strategic lead and direction for the subject in the school. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

They also assist the Headteacher in monitoring the subject and in identifying any training or professional development needs.

10 Special Needs Provision / Enrichment and Challenge

As an inclusive school, we recognise the need to tailor our approach to support children with Special Educational Needs as well as those who are identified as benefitting from further enrichment and challenge.

At Brookside School we teach Geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education for all children. Through our Geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children.

Geography provides excellent opportunities to enhance the learning of pupils who are identified as benefitting from further enrichment and challenge through the development of higher order thinking skills, creativity and self-expression. The class teacher will identify pupils who show a particular talent for Geography and both the Enrichment and Challenge Co-ordinator and the Geography Co-ordinator will be informed.

11 Equality, Diversity and Inclusion

At Brookside School, we aim to ensure that no pupil experiences harassment, less favourable treatment or discrimination within the

learning environment because of their age; any disability they may have; their ethnicity, colour or national origin; their gender; their religion or beliefs.

We value the diversity of individuals within our school and do not discriminate against children because of 'differences'. We believe that all our children matter and we value their families too. We give our children every opportunity to achieve their best by taking account of our children's range of life experiences when planning for their learning.

The planning and organising of teaching strategies for each subject is consistently reviewed to ensure that no pupil is disadvantaged. This is in line with our Equality, Diversity and Inclusion Policy.

12 Policy Review

This policy will be reviewed in keeping with the Policy Review Cycle. This planned programme of review puts subjects together that have common strands of learning, and is included in the annual School Improvement Plan, published in the Spring Term of each year.