



Settle CE Primary School

Geography Policy

Introduction

This document is a statement of the aims, principles and strategies for the teaching and learning at Settle Primary School. It was developed through a process of consultation and in consideration of the demands of the New Curriculum.

What is Geography?

Geography is the study of real places at different scales and of how the people living there are influenced by and affect the environment of those places. Geography explores the relationship between earth and its people. Geography studies the location of the physical and human features of the earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment.

Broad Aims of Geography

- To stimulate pupil's interest in the world around them and to foster a sense of wonder at the world around them.
- To help pupils develop an informed concern for the quality of the environment.
- To enhance pupil's sense of responsibility for the care of the earth and its people.
- To develop a range of skills to interpret geographical information and to carry out geographical enquiry.

Aims of Geography

- To study the location of places.
- To look at physical systems.
- To explore human and physical processes and patterns.
- To develop a sense of place.
- To explore the relationships between people and their environment.
- To look at changes to places, spaces and the environment and the consequence of these changes.
- To appreciate cultural and economic diversity.
- To investigate issues and concerns.
- To develop enquiry skills.

Principles of the Teaching and Learning of Geography

The teaching of Geography encompasses the acquisition of four key areas of learning:

- place knowledge.
- locational knowledge.
- human and physical geography.
- geographical skills and field work.

An understanding of geography is essential to our understanding of the world and the skills and knowledge of Geography have a wide application in everyday life.

Geographical fieldwork and investigations provide important opportunities for working in teams and developing individual responsibility.

Due to its focus on places and environments in different parts of the world, and on issues which arise about how these are changing, Geography provides a unique vehicle for environmental education; citizenship and learning about other cultures and provides for cross curricular links to spiritual/moral education.

Geography Curriculum Planning

We use the New Curriculum as the basis for our planning in Geography. Some of the Geography units of work have been developed to adapt them to suit our local context and make them more culturally relevant for the children. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the schemes of work so that the children are increasingly challenged as they move through the school.

We carry out curriculum planning in Geography in three phases (long term, medium term and short term). The long term plan maps the Geography topics studied in each term during each key stage: the subject coordinator devises this plan in conjunction with teaching colleagues in each year group and the children study Geography topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the New Curriculum through the corresponding programme of study.

The class teacher uses lesson plans for each Geography lesson (short term plans.) These plans list the specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, although he/she and the subject coordinator may discuss them on an informal basis. The subject coordinator reviews these plans on a regular basis.

Teachers can access online links to Geography plans and levels of attainment via the Geography tracker.

The Foundation Stage

We teach Geography in Reception and Nursery classes as part of 'understanding of the world' topic work covered during the year. As the Reception and Nursery classes are part of the Foundation Stage we relate the Geography side of the children's work to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five.

Teaching Methods

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher.
- Questions and answers.
- Creative activities e.g. model making.
- Individual and group enquiry.
- Use of books, maps, atlases, ICT, videos.
- Fieldwork.
- Drama activities.

Pupils will work within a class group, cooperatively in small groups or individually.

Geographical studies should be enquiry based and teachers should facilitate this. An enquiry may include:

- Asking a question.
- Collecting relevant data from primary and secondary sources.
- Analysing and interpreting data.
- Presenting findings.
- Drawing conclusions and evaluating them.

Fieldwork in the environment is a core component of the Geography curriculum.

Cross Curricular Links

Whenever possible and appropriate, cross curricular links should be identified. The theme 'Rivers' for example, lends itself to work on the water cycle in the Science curriculum, writing river poems in Literacy, exploring river movements in Dance lessons etc.

ICT Links

ICT is a resource, which is planned for and used in Geography for:

- Written work.
- Illustrations.
- Handling information.
- Directional work.
- Research

Geography provides many opportunities to use ICT including email, videos, visualisers, CD ROMs, World Wide Web, digital cameras, DVDs, interactive whiteboards and the MLE.

Through using these opportunities pupils will develop and apply their ICT capability in the study of Geography.

Special Educational Needs

Pupils with special needs will have the same geography entitlement as any other pupils. Teachers need to ensure that the curriculum meets the needs of all the pupils. Differentiation is the process of planning and teaching in ways which give all children the opportunity to show what they know, understand and can do. There are a number of strategies for differentiation:

- Differentiation by task.
- Differentiation by outcome or result.
- Differentiation by a carefully scaffolded sequence of activities .
- Differentiation by recording.
- Differentiation through questioning.

Equal Opportunities

All children will be given access to Geography irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of Geography.

Assessment and Recording

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work.
- Spoken activities.
- Maps, plans and sketches.
- Group activities.
- Fieldwork.
- Audio and video recording.
- ICT materials e.g. emails, desk top publishing.
- Models.
- Photographs.
- Comments from other people e.g. helpers on fieldwork.

There is no statutory teacher assessment in KS1 and KS2 for Geography.

Resources

Resources for Geography are kept in the year group areas and the cupboard outside the staffroom. Resources in the Geography cupboard include atlases, globes, aerial photographs, maps, photographs, geography games and information books. Some resources that have been developed by the staff can be found in the draws of the cupboards by the staffroom.

Subject Coordinators role

The subject coordinators will:

- Take the lead in policy development .
- Take the lead in implementing the New Curriculum topics to ensure progression and continuity across the school.
- Support colleagues in the development of detailed plans and the implementation of the new units of work.
- Support colleagues in assessment and record keeping activities.
- Monitor progress in Geography and advise the Head Teacher on action needed.
- Take responsibility for the purchase and organisation of central resources for Geography.
- Keep up to date with developments in Geography Education and disseminate information to colleagues as appropriate.
- Promote positive geographical information.

Health and Safety

Fieldwork is particularly important in geography, be it a day trip or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for trips and Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied.
- Observe Local Authority guidelines.

The Geography Coordinator will review the Geography policy on a 3 year basis.

Richard Wright
(Headteacher)

Reviewed: September 2018

Next Review Date: September 2020