

Slaithwaite CE J & I  
School



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## **Geography Policy**

### **Aims and objectives**

The aim of *Geography* teaching at *Slaithwaite C of E Primary School* is to stimulate the children's interest and understanding about *Geography*. *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 recognise the importance of sustainable development for the future of mankind. To help children gain a greater understanding of the local and wider community, we have developed links with *Our Lady of Lourdes School* in the local authority and are working on a European level developing a project with schools in Spain, Finland, Poland and Turkey. We also have a link with Uganda through a parent which helps children to understand the lives of other's.

### **The aims of *Geography* in our school are:**

To investigate and develop an understanding of the physical and human features of their surroundings.

To appreciate how human beings affect the environment positively and negatively.

To undertake studies based on their own experiences, practical activities and local field work.

To become aware of their localities, within and outside the UK. To be aware that the places they study exist in a broad geographical context i.e. a town, region or country.

To develop geographical skills.

To observe and compare places and geographical features.

To communicate using appropriate geographical vocabulary including, following directions.

To measure and record accurately.

To interpret globes, atlases and maps.

To use secondary sources e.g photographs, pictures, books, CDs DVD's and the internet to obtain information.

## **Teaching and learning**

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.

## **Differentiation**

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 classroom assistants to support the work of individual children or groups of children.

Providing frameworks to allow all children to meet their potential.

## **Curriculum planning**

### **Long term planning**

The long term plan maps out the geography topics studied each term for each key stage. When choosing geography topics teachers take in to account topics already covered as classes are sometimes of mixed year groups. They also take in to account the children's views from the yearly questionnaire about the curriculum. When planning for geography account is taken of all other subjects to ensure cross curricular learning is planned for. This is to ensure children are able to engage in the topic fully.

### **Medium term planning**

Medium term plans are completed for each topic and learning objectives are based on the skills children need to learn depending on their ability. Each class teacher takes in to account the needs of the children in that year group and also takes account of how the topic can link in other areas of the curriculum. The head teacher checks the plans every half term to ensure teachers are planning for all abilities and that teaching and learning is fun.

### **Foundation Stage**

We teach geography in the Foundation Stage as an integral part of the topic work covered during the year., We relate the geographical aspects of the children's work to the objectives set out in the EYFS which underpins the curriculum planning for children aged three to five. Geography makes a significant contribution to the EYFS 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 our super outdoor area.

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

### **Literacy**

Geography makes a significant contribution to the teaching of Literacy 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 the literacy teaching are geographical in nature. Reports, letters and recording information will all develop children's writing ability.

## **Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

## **Information and communication technology (ICT)**

We make provision for the children to use the computer in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet.

We also offer children the opportunity to use the digital camera to record and use photographic images and they communicate with other children in other schools and countries by using e-mail or Skype.

## **Personal, social and health education (PSHE) and citizenship**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter 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 for worse. Our own outdoor area supports this learning. 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' 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 other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society 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 during the programme of study.

## **Children with additional needs**

At our 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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Using a skills based curriculum ensures we are able to provide learning opportunities that are appropriate for each child.

## **Equal opportunities**

In line with our Equal opportunities policy we are committed to providing a teaching environment conducive to children reaching their full potential. Each child is valued and respected and challenged regardless of race, gender, religion, social background, culture or disability.

## **Assessment and recording**

We assess children's work in *Geography* by making judgements against the skills planned over the half term for each level. This is done by using end of unit assessments to record where children are in their learning and by using a tick sheet again with the skills on them that teachers use at the end of each lesson to ensure children are progressing in their learning.

## **Resources**

There are sufficient resources for all history topics in school. Teachers usually store these in stock cupboards. The library also contains a range of books on each topic. There are also 2 sets of atlases appropriate for both key stage one and two children to use stored in the hall cup board.

## **Field work**

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 using our outdoor area and the surrounding area.

## **Risk assessment**

Teachers take responsibility, for ensuring visits off the school site are safe by going on a pre visit and doing a risk assessment before each visit. Teachers also ensure children have appropriate footwear and clothing in line with our health and safety policy.

## **Monitoring and review**

The Geography subject leader keeps samples of children's work in a portfolio. These demonstrate what the expected level of achievement is in Geography for each class. Monitoring of the standards of children's work and the quality of teaching in Geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in teaching Geography, being informed about current developments in the subject and providing a strategic lead and direction for the subject in the school. The history subject leader gives the head teacher an action plan in which they evaluate the strengths and weaknesses in the subject and indicate areas for further improvement.

**Reviewed - September 2018**

**Next Review - September 2019**