

**Slaithwaite CE J & I
School**



**Geography
Policy**

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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. We 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; compare places based on their features.
- 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 understand how the Earth is formed and how landscapes and environments are made up.
- 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 and vocabulary, allowing them to interpret maps, globes and atlases as well as measure and record information.
- To use secondary sources e.g digital mapping, 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, where possible linking scientific experiments or demonstrations. 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 ICT 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:

- Using a skills based curriculum so we can identify where the children are in their learning and where to move them in their learning next.

- Setting tasks which are open ended and can have a variety of responses, allowing the children to access it in their own way.
- Providing a range of engaging resources that suit all different learning styles to allow all children to meet their potential.
- Sometimes setting differentiated tasks for ability groups, and providing ETA support to individuals or groups.

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 work closely together to ensure planning takes into account topics already covered as classes are sometimes of mixed year groups. Planning also takes into account the children's views from the yearly questionnaire about the curriculum. When planning for geography, account is taken of all other subjects to aim for cross curricular planning where possible.

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 creates a topic overview showing how the topic can link to other areas of the curriculum. Planning takes into account the needs of the children in that class and ensures that teachers plan to engage all their learners.

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 other subjects

English

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. Some of the texts that we use in English are geographical in nature and can influence the children's writing. 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. They also learn how to use four- and six-figure grid references, use the 8 point compass and work with coordinates. They also use graphs to explore, analyse and illustrate a variety of data.

Computing

Children have the opportunity to enhance their computing skills where appropriate to research information, use data handling and present work. We also use digital mapping to explore different places around the world and observe aerial images.

PSHE

Geography contributes significantly to PSHE teaching. 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.

Well-being and British Values.

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 and respectful 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.

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.

Children with additional needs

At our school we teach geography to all children regardless of their ability. Geography forms an exciting and engaging part of our curriculum providing a broad and balanced education for all children. Through our geography teaching we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different learning needs and style.

Assessment and recording

We assess children's work in geography by making judgements against the skills covered for each topic; this is done by using our assessment objectives grid. The teachers have a good understanding of the children's knowledge and ensure that they are progressing in their learning.

Resources

There are sufficient resources for all geography topics in school. Teachers can access these and explore the texts, maps and other stimuli when suitable for their class. There are also a range of atlases, maps of the world and UK and globes in school to suit all ages. We also have access to Google Earth which supports digital mapping.

Risk assessment and 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. 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

Monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the geography subject leader. The geography subject leader keeps samples of children's work throughout the year in a portfolio. These demonstrate what the expected level of achievement is in geography for each year group. It also allows the subject leader to have an understanding of coverage across the year groups to support long term planning. The work of the subject leader also involves supporting colleagues, being informed about current developments in the subject and providing strategic lead and direction for the subject in the school. The leader gives the head teacher an action plan yearly in which they evaluate the strengths and weaknesses in the subjects and indicate areas for further improvement.

Reviewed: September 2017

Next Review: September 2018