

Greens Norton C of E Primary School



Policy for Geography

Approved by

J Docking, Chair of Governors

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Date of Ratification:

Date for Review:

1. Introduction

1.1 Geography is a foundation subject within the National Curriculum.

This policy statement outlines the purpose, nature and management of the geography taught in our school.

'Geography provokes and answers questions about the natural and human world... It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. As pupils study Geography they encounter different societies and cultures. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.' The National Curriculum (1999)

2. Aims

2.1 All children will be given the opportunity:

- to develop a positive attitude to Geography
- to learn to use geographical skills and knowledge confidently through a process of enquiry and pleasurable creative activity
- to stimulate children's interest in their surroundings and in the variety of physical and human conditions on the Earth's surface
- to foster their sense of wonder at the beauty of the world around them
- to help them develop an informed concern about the quality of the environment and the future of the human habitat, in order to enhance their sense of responsibility for care of the earth, and its peoples.

3. Implementation

3.1 At Greens Norton CE Primary school:

- Geography is taught by the class teacher and the activities, which the children undertake, are planned from the programme of study for Geography.
- for each Key Stage, a programme of study sets out what pupils should be taught, as described below: -

3.2 The Foundation Stage

Children in the Foundation Stage study 'Knowledge and Understanding of the World'. This provides them with opportunities to 'solve problems, make decisions, experiment, predict, plan and question in a variety of contexts, and to explore and find out about their environment and people and places that have significance in their lives'. This is one of the six areas of learning and children will be helped to develop the crucial knowledge, skills and understanding that help them to make sense of the world. Objectives for Geography would include the following stepping-stones:

- Show an interest in the world in which they live
- Comment and ask questions about where they live and the natural world
- Notice differences between features of the local environment
- Observe, find out about and identify features in the place they live and the natural world
- Find out about their environment and talk about those features they like and dislike
- Begin to learn about their own cultures and beliefs and those of other people

3.3 At Key Stage 1 and 2

there are four elements within the Programmes of Study:

1. Geographical enquiry and Skills
2. Knowledge and understanding of places
3. Knowledge and understanding of patterns and processes
4. Knowledge and understanding of environmental change and sustainable development

3.4 Breadth of study at Key Stage 1

- A The locality of the school
- B A locality in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school

3.5 Breadth of study at Key Stage 2

Pupils at Key Stage 2 will study the following *localities*:

- A locality in the United Kingdom
- A locality in a country that is less economically developed

And the following **themes**:

- Water and its effects on landscapes and people
- How settlements differ and change
- An environmental issue, caused by change in the environment (e.g.; traffic congestion, hedgerow loss, drought) and attempts to manage the environment sustainably

4. The Contribution of Geography to other subjects

4.1 Geography is taught in a variety of ways including units of work, which are subject specific and others that are linked with other subject/s.

All children at this school will have the opportunity to participate in at least one residential field study with a joint geography/history focus during Key Stage 2.

All children have the opportunity to use ICT as appropriate.

4.2 English

Reading and writing are essential for the processes of finding out about and communicating an understanding of geography. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.

The key goal of geography lessons should be to develop children's geographical understanding. However, geography lessons can also provide valuable opportunities to reinforce what children have been doing during the literacy hour and practise using their literacy skills in a different context. With careful planning, geography texts and the reading and writing tasks completed in geography can provide opportunities for children to develop and apply their skills and understanding of literacy.

The units of work provide an indication of where links between geography and literacy and speaking and listening can be made in two places:

- in the vocabulary section on the front of units;
- in the 'points to note' column.

4.3 Mathematics

Units provide opportunities for children to develop mathematical skills. In some units children work with numerical data which relate to real situations. Often they have collected such data themselves.

Opportunities occur particularly, but not only, when children undertake fieldwork, through:

- collecting data (eg amount of rainfall, proportion of cloud cover,

temperature);

- recording data (eg using tally sheets or charts to cumulate scores);
- presenting data (eg producing tables, block and line graphs, pie diagrams);
- interpreting data (eg converting to percentages, producing summary tables, comparing patterns, making linkages or drawing conclusions).

Mathematical skills are also developed in the context of mapwork, for example, work on co-ordinates, map references, distances and scales.

4.4 ICT

Opportunities for the use of ICT (information and communication technologies), which will enhance children's learning of geography. ICT are the facilities and features that support teaching and learning, such as CD-ROM sources of information and appropriate software.

The use of ICT can help children's learning in geography:

- by enhancing their skills of geographical enquiry;
- by providing a range of information sources to enhance their geographical knowledge;
- by supporting the development of their understanding of geographical patterns and processes;
- by providing access to images of people, places and environments;
- by contributing to pupils' awareness of the impact of ICT on the changing world.

Where units involve the collection of data, analysis can be assisted by the use of a database or spreadsheet. Many units may be enhanced by source material from a CD-ROM or the Internet.

4.5 Links with other areas of the curriculum

Where there are opportunities for links with other subjects, notably science, history, and design and technology, these are made explicit. Opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual, moral, social and cultural development are also highlighted.

5. Resources

5.1 Children will have the opportunity to use a variety of resources most of which are stored in our central resources room. These resources are readily accessible for use by staff and children alike.

6. Inclusion

6.1 All children will be given the opportunity to develop a positive attitude to Geography. The Geography activities in our school are planned to encourage full and active participation and enjoyment by all children irrespective of ability. Children who are particularly talented in Geography will be given opportunities to extend their learning and to participate in activities to maintain and extend their interest in the subject. Children will be helped to access the subject using a range of learning styles, visual, auditory and kinaesthetic. They are able to record and demonstrate their learning in a variety of ways according to their learning needs and preferences. Different cultural backgrounds and the differing roles of men and women in societies are studied to avoid stereotyping.

7. Assessment and Record Keeping

7.1 All assessments are made in line with our school assessment policy.

Teacher assessments are made against the Attainment Target Level Descriptors.

End of unit assessments are made based on the work covered and the teacher's own end of unit tests, if appropriate.

Children's progress and attainment in Geography will be reported to parents in the form of a comment in the annual report.

8. Monitoring and Review

8.1 The implementation of this policy is the responsibility of all teaching staff. Monitoring of the standards of children's work and of the quality of teaching in Geography is the responsibility of the Geography subject leader. The work of the Geography subject leader also involves supporting colleagues in the teaching of Geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject

and indicates areas for further improvement. A governor befriends the subject leader and supports the monitoring and evaluation of the subject.

9. The Role of the Co-ordinator

9.1 It is the responsibility of the Geography Co-ordinator to:

- write and update the curriculum policy for Geography;
- produce and monitor the long-term curriculum map to ensure coverage of the scheme of work for Geography;
- monitor and review medium-term plans for Geography to ensure progression;
- aid colleagues with the planning and delivery of lessons when required;
- monitor and review standards of Geography teaching through e.g.; peer observation, lesson observations;
- produce an annual report reflecting on the standards of provision for Geography and to set targets accordingly;
- review and order resources to enable the delivery of the Geography curriculum.

10. Health and Safety

10.1 The school agrees to abide by statutory health and safety guidelines as outlined by the LA. Regular checks will be undertaken to ensure compliance with legal regulations