



GEOGRAPHY POLICY

1 AIMS AND OBJECTIVES

- 1.1** Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they 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.
- 1.2** The objectives of teaching geography in our school are:
- to enable children to gain knowledge and understanding of places in the world;
 - to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;
 - to allow children to learn graphic skills, including how to use, draw and interpret maps;
 - to enable children to know and understand environmental problems at a local, regional and global level;
 - to encourage in children a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
 - to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.

2 TEACHING AND LEARNING STYLE

- 2.1** 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 ICT in geography lessons where this serves to enhance their learning. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, for example research of a local environmental problem, or use of the Internet to investigate a current issue.
- 2.2** 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 tasks which are open-ended and can have a variety of responses;
 - setting tasks of increasing difficulty, some children not completing all tasks;
 - providing resources of different complexity, according to the ability of the child.

3 GEOGRAPHY CURRICULUM PLANNING

- 3.1** We refer to the national scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, e.g. we make use of the local environment in our fieldwork.
- 3.2** Each teacher of Geography creates a termly plan for each class. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans and a copy is given to the Director of Studies.
- 3.3** We plan the topics in Geography so that they build on 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 up the school.

4 THE FOUNDATION STAGE

- 4.1** We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world.

5 THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN 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.

5.2 Geography and ICT

Information and communication technology enhances our teaching of Geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling (mountain, climate, population or river data) and in presenting written work. They research information through the Internet.

6 ASSESSMENT FOR LEARNING

- 6.1** Children demonstrate their ability in geography in a variety of different ways. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

7 RESOURCES

- 7.1** We have many resources in our school to be able to teach geography. We keep these resources in the Science room. We also keep a collection of geography equipment which the children use to gather weather data, and a set of atlases for both key stages. In the library we have a good supply of geography topic books and we also have a range of educational software to support the children's individual research.

8 FIELDWORK

- 8.1** 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.

9 MONITORING AND REVIEW

- 9.1** The Director of Studies is responsible for monitoring the standard of the children's work and the quality of teaching in Geography.
- 9.2** This policy will be reviewed at least every two years.

Principal:	Mrs Sharpe	Date:	November 2019
Subject Leader	Mr P Cochrane	Date:	November 2019

REVIEW DATE: September 2021