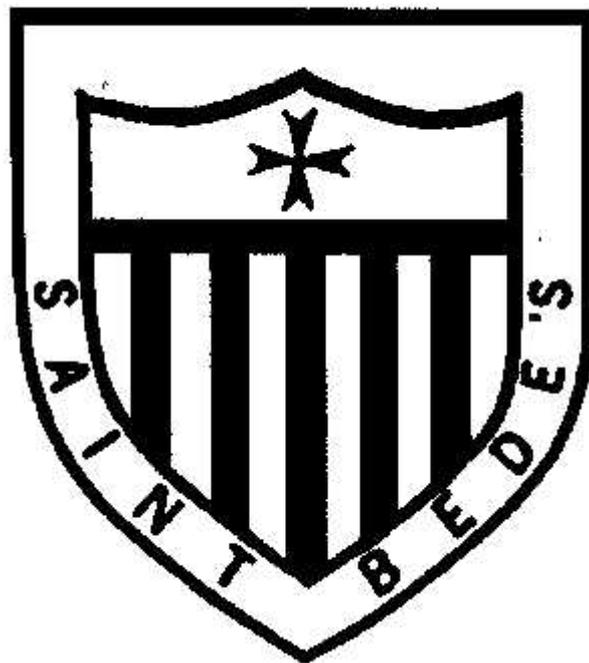




# *GEOGRAPHY POLICY*



Summer 2017



*“Shine like a lantern in the presence of the Lord.”*

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## **The Nature of 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 helps children to develop an understanding of the world around them, how it was formed, how it is changing and of their place within it.

### **Our Aims**

- To stimulate pupils' interest in and curiosity about their environment and in the variety of physical and human conditions on the earth's surface.
- To help pupils make sense of their surroundings and the wider world.
- To foster a sense of wonder at the beauty of the world.
- To develop pupils' competence in specific geographical skills.
- To develop an informed concern for the environment and the future of the human habitat and enhance their sense of responsibility for the care of the earth and its people.
- To encourage children to ask questions and propose solutions to environmental problems.

### **Geography in the National Curriculum**

The programmes of study for Key Stages 1 and 2 set out the content to be taught under the heading of Geographical enquiry, skills, knowledge and understanding of places, patterns and processes, environmental change and sustainable development. Pupils should be taught the knowledge, skills and understanding through the study of two localities at Key Stage 1 and through two localities and three themes at Key Stage 2. An enquiring and skills approach to geography work is required.

The scope of pupils' entitlement will be governed by the National Curriculum and will include:

- the acquisition of skills, knowledge and understanding about places and themes
- the investigation of the physical and human features of their surroundings
- the development of the skills of geographical enquiry including questioning, the use and making of maps, the conduct of fieldwork and the use of ICT
- the study of environmental change
- the awareness of how places fit into a wider geographical context
- the ability to recognise patterns and to apply their knowledge and understanding to explain them

### **Implementation**

Planning and delivery of the programmes of study is split into year groups:

Keystage 1 and Keystage 2 have their own scheme to follow.

The geography curriculum is taught using adapted units from the QCA Scheme of Work. Topics have been allocated to each year group based on QCA guidance and can be seen in the long term plan in Appendix I.

Incidental opportunities to teach Geography are taken through assemblies, literacy, numeracy, themed days, PSHCE and ICT. For example, when a disaster occurs and is spoken about in the news.

Early Years Foundation Stage study geography under the heading of Understanding of the World. They build up their concepts of place through stories, drama, artwork, ICT, PSHCE and outings. They increase their observation skills and use their senses to identify features of the world around them.

At each planning stage opportunities have been provided to carry out a detailed study of a locality, to undertake fieldwork, to use ICT and to carry out more systematic geographical enquiry.

### **Teaching**

Geography is timetabled for three of the six yearly half terms min Key Stages 1 and 2. Geography in the Early Years Foundation Stage is topic based. There are also numerous themed days throughout the year, where there is often a geographical focus.

The enquiry approach is fundamental to effective teaching and learning at all Key Stages and is a requirement of the programme of study.

An enquiry approach will normally include:

- Formulating and asking questions
- Collecting relevant data from both primary and secondary sources
- Selecting, analysing and interpreting data
- Presenting findings
- Drawing conclusions
- Evaluating the enquiry

Geographical enquiry is mainly teacher structured in Keystage 1 and in Lower Keystage 2 but there are opportunities provided for more independent work in Upper Keystage 2.

The variety of teaching methods needed to match the abilities and interests of pupils is likely to include the following:

- Whole class teaching
- Group work
- Individual work
- Fieldwork opportunities
- Knowledge provided by teacher
- Practical activities
- Lines of enquiry pursued by groups and/or individuals
- Use of a wide range of media - radio, tape, video, film and TV
- Use of reference materials including maps, atlases, leaflets and books
- Role play and drama, particularly in the context of situations focusing on environmental issues
- Use of ICT
- The effective use of questions which extend a child's thinking and the encouragement of answers which demonstrate a degree of reflection and analysis
- Teaching of skills

### **Fieldwork**

Geographical work can be carried out outside of the classroom using the local area and further afield. This is to enrich the children's education and to give them a broader perspective of places.

### **Planning and Progression**

The QCA Schemes of work for Geography are used, supported by the LCP resource files which link closely with the QCA units. The QCA units provide teachers with the learning objectives and a teaching framework whilst the LCP resources provide further resource materials. Each term teachers plan one Geography unit following the Geography/History Curriculum map (see Appendix I), which ensures coverage of the necessary key skills across each Key Stage. The teacher ensures that differentiation, activities and resources needed are all planned for.

### **Expectations**

By the end of the Reception year, most children should be able to:

- show curiosity and interest by exploring features in the place they live and the natural world
- to look at similarities, differences, patterns and change in their local environment. Talking about features they like and dislike

By the end of Key Stage 1, most children will be able to:

- describe the main features of localities and recognise similarities and differences
- recognise where things are and why they are as they are
- express their own views about features of an environment and recognise how it is changing
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources

By the end of Key Stage 2, most children will be able to:

- explain the physical and human characteristics of places, and their similarities and differences
- know the location of places in the United Kingdom, Europe and the World
- explain patterns of physical and human features
- recognise how selected physical and human processes cause changes in the character of places and environments
- describe how people can affect the environment and explain the different views held by people about environmental change
- undertake geographical enquiry skills, resources and their own observations

### **Cross-Curricular Issues**

Whilst geography can be approached in a subject-specific manner, our aim is to capitalise on opportunities presented in other areas of the curriculum, particularly Literacy, Numeracy, PSHCE, ICT and Science.

Studying places and environment provides opportunities for literacy development (e.g. reading stories, creative and factual writing, discussion) whilst many geographical investigations allow children to measure, record and manipulate numbers (e.g. in compiling weather records, undertaking shopping surveys). Geographical work can provide pupils with an excellent opportunity to use databases, CD Roms, word-processing software and the internet.

Because of 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 vehicle for environmental education, citizenship and learning about other cultures.

### **Assessment**

All pupils will be assessed by the teacher in order to cater for the needs of the pupils and plan future work. Children are assessed against the QCA outcomes at the end of each unit and each child is given a summative level at the end of the school year. Assessment will be used in order to inform the Headteacher, teachers, parents and governors of the pupils achievements. Teacher assessment will include observation and discussion with pupils during written and practical work. (See Appendix II 'Teaching and Learning of Geography and History' for recording procedures)

### **Inclusion**

It is the responsibility of all teaching staff and support staff to ensure that all pupils irrespective of gender, race or ability have access to the Geography curriculum and make the greatest possible progress. Geography provides opportunities for teaching non-stereotypical descriptions of developing countries and people living in these areas.

### **Special Needs**

The class teacher differentiates by adapting resources to suit pupils with specific special education needs and by making use of support staff.

### **Role of Standards Leader**

The Standards Leader will review and contribute to teacher's planning and develop a policy and scheme of work matched to ensure the delivery of the National Curriculum. The Standards Leader will assist staff by planning and leading INSET activities, providing advice, in class teaching support and monitoring and maintaining the condition and availability of resources and the Geography curriculum budget. The Standards Leader's responsibility for monitoring and evaluating includes:

- analysis of pupils access to Geography including resourcing

- monitoring children's work
- pupil interviews
- collecting and responding to pupil and teacher evaluations
- leading curriculum review meetings

### **Citizenship**

Provision for some aspects of PSHCE can be made through Geography. This area of the curriculum gives children the knowledge, skills and understanding to respect the differences between people, and helps prepare them to play an active role as citizens in the future.

The children are given opportunities to discuss and study our own locality, and places in different parts of the world, including less economically developed countries and topical issues concerning our environment.

Wherever possible they also take part in fieldwork, which gives the children opportunities to plan and work together, developing and maintaining relationships in a range of circumstances.

### **Evaluation**

Pupils' work will be continually monitored. The subject co-ordinator will collect pupil evaluations from a top, middle and low achiever from each class and 2 pieces of work (at the end of each topic.) Teaching methods will be adapted when necessary to ensure the progress of individual children or groups of children. Year group meetings, together with whole staff meetings, will be used to evaluate and review the policy and practice.

Our policy statement reflects current practice and thinking. It is dated and will be reviewed by the whole teaching staff and governors.

### **Resources**

Geography resources are kept in the KS1 and KS2 Resource cupboards.

Measuring instruments that may be used in Geography or Science lessons such as thermometers and wind vanes are kept in the Science Resource cupboard. In the library we have a good supply of geography topic books, and there is a range of educational software to support children's research in classes and recommended websites are listed in Appendix III.

Long Term Plan  
Geography Curriculum Key Stage 1 and Key Stage 2

	Autumn	Spring	Summer
<b>Year 1</b>	Where in the world is Barnaby Bear?	Around our School	How can we make our local area safer?
<b>Year 2</b>	A contrasting locality - Ghana	An Island Home	Going to the Seaside
<b>Year 3</b>	Improving the Environment	Weather Around the World	Investigating our Local Area
<b>Year 4</b>	A Village in India	How can we improve the area we can see from our window?	Passport to the World
<b>Year 5</b>	Local traffic – an environmental issue.	Investigating rivers.	Water
<b>Year 6</b>	The Mountain Environment		Investigating Coasts – Isle of Wight

### The Teaching and Learning of Geography and History.

We use the QCA Schemes of work for both Geography and History, supported by the LCP resource files (stored in the reprographics room) which link closely with the QCA units. There is also an electronic copy of the LCP History documents saved in the Staff Drive. The QCA units provide teachers with the learning objectives and a teaching framework whilst the LCP resources provide further resource materials. QCA units are saved in the respective subject folders on the Staff Drive. Each term teachers will plan one Geography and one History unit following the Geography/History Curriculum map, which ensures coverage of the necessary key skills across each Key Stage.

#### **ORGANISATION AND PLANNING:**

Teachers take their learning objectives from the QCA Units but may use a combination of QCA and LCP to provide their Medium term plans (half termly) and their Short term plans (weekly). The teacher must ensure that differentiation, activities and resources needed are all planned for.

Geography resources such as world maps, maps of British Isles, European maps, OS maps and aerial photo's are located in the Key Stage 1 and 2 resource rooms. History topic boxes are labelled and stored in the Key Stage 2 resource room.

In the first week of a new topic it is suggested teachers plan a 'wow' lesson, this will trigger enthusiasm and excitement about the new learning that will be taking place. This is followed by a 'Knowledge Harvest' and is used by the teacher to assess how much the pupils already know about the topic they will be studying. A mind map may be constructed as a whole class or individually as a starting point. This lesson also gives pupils the opportunity to voice their interests and have some control over which direction their learning will go.

Usually, the children will record their work in Topic Books, unless it is being taught as part of another subject, in which case, it should be indicated on the weekly plans where the work will be recorded.

#### **ASSESSMENT AND MONITORING:**

At the end of each topic there is an exit point lesson where children will evaluate their learning. This can be written in their Topic books under the appropriate headings. The children will be assessed by the teacher against the QCA expected outcomes and their attainment recorded on the assessment sheet for that unit and saved onto the staff drive. Assessment sheets for each topic can be found in the subject folders. Teachers will need to drop their class list into the sheet and record their attainment in relation to the expected outcomes. Teachers will also carry out an evaluation of the unit, retain a copy for their folder and hand a copy to the subject co-ordinator.

The subject co-ordinator will collect pupil evaluations from a top, middle and low achiever from each class and 2 pieces of work (at the end of each topic) to be used as evidence for the Geography and History subject folders and to show progression across the year groups. 1 piece of evidence may be in the form of an annotated photograph. The subject co-ordinator will occasionally be dropping into classrooms to interview individual children, take their photograph and, again, use this as part of the running audit and as evidence for the subject folders. Weekly plans will also be subject to occasional scrutiny.

[www.mapzone.co.uk](http://www.mapzone.co.uk) (Ordnance Survey)

[www.ordnancesurvey.co.uk](http://www.ordnancesurvey.co.uk) (Education)

[www.teem.org.uk](http://www.teem.org.uk) (Interactive Atlas)

<http://uk2multimap/streetmap>

[www.webshots.com](http://www.webshots.com)

[www.digitalbrain.com/document server/admin](http://www.digitalbrain.com/document_server/admin)

[www.curriculum\\_visions.com](http://www.curriculum_visions.com)