



Geography Policy

Reviewed: November 2017

Next Review: January 2020

Signed by Headteacher:

Date:

Signed by Chair of Governors:

Date:

Geography Policy

**Reviewed and updated by Mrs Blewitt (Geography lead)
November 2017**

Introduction

This policy outlines the teaching, organisation and management of the geography taught and learnt at Rivers Primary Academy.

Aims and Objectives

We aim for each child to:

- develop the knowledge, skills and understanding laid down in the National Curriculum, to the maximum of their potential;
- make sense of their own surroundings through learning about their own locality, and the interaction between people and the environment;
- extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the rest of the world;
- develop knowledge and understanding of the human and physical processes which shape places;
- appreciate similarity and difference in the world about them and to respect other people's beliefs values and attitudes;
- develop the geographical skills and vocabulary necessary to carry out geographical enquiry
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions;
- to develop interest and enjoyment of geographical experiences and build confidence and understanding;
- to recognise and understand issues concerning the environment and sustainable development

Teaching and learning:

Key Stage 1

In Key Stage 1, geography is all about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children should:

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- focus upon geographical questions such as, What/Where is it? What is it like? How did it get like this?
- Develop and use geographical enquiry skills, including fieldwork skills, geographical vocabulary, making and using maps, and using photographs.

Key Stage 2

In Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Children should:

- Study places and themes at different scales from local to national in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world;
- Study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- Focus on geographical questions such as What is it like? How did it get like this? How and why is it changing?;
- Develop and use geographical enquiry skills, including fieldwork and ICT skills, geographical vocabulary, making and using maps, and using photographs;

Throughout the school teachers should encourage language and communication skills so that children:

- Develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing and recording of different kinds;
- Use geographical language and draw maps and diagrams to communicate geographical information;
- Read fiction and non-fiction, and extract information from sources such as reference books, CD-ROMS, e-mails and the internet.

Teachers should also encourage positive values so that children:

- Work with others, listen to other's ideas and treat them with respect;
- Have opportunities to consider their own attitudes and values, and those of other people;
- Develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;
- Develop a respect for the environment and be encouraged to evaluate their and others' effect or impact upon it.

At Rivers Primary Academy activities planned for the teaching of geography take a variety of forms including whole-class teaching and enquiry-based research activities. Children are encouraged to ask as well as answer geographical questions. They are offered the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and to use ICT 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, children are involved in 'real' geographical

activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

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. This is achieved 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;
- providing resources of different complexity according to the ability of the child;
- LSAs and LSPs supporting the work of individual children or groups of children.

Curriculum planning

The scheme of work for geography at Rivers Primary Academy is based using IPC. Year 1/ 2, Year 3/ 4 and Year 5/6 complete the same topics as each other throughout the year but focus on the skills for their year group. Children learn geography through different topics in the IPC curriculum. IPC focuses on different geographical skills depending on the topic being taught. Each year the topics chosen are sent back to the IPC office to check that the children are being exposed to correct amount of geography objectives. If objectives are missing, the teacher can then plan for them to be completed during the next term or where appropriate.

Inclusion issues:

Teachers provide learning opportunities that are matched to the needs of children with learning difficulties including SpLD (dyslexia). Learning opportunities are also provided for those children that are gifted and talented.

Gifted and talented pupils:

The range and scope of activities and learning experiences provided should allow gifted pupils access to high levels of attainment.

Identifying gifted pupils:

Pupils who are gifted in geography are likely to:

- understand concepts clearly and apply these effectively;
- communicate effectively both orally and in written form;
- reason, argue and think logically and recognise patterns and sequences;
- enjoy using graphs, maps and charts etc.;
- be confident and contribute effectively when taking part in less formal situations;
- relate well to others and show an ability to lead, manage and influence others;

- have a more highly developed value system than most pupils of their age;
- have a wide ranging general knowledge about the world;
- be able to transfer knowledge from one subject to another;
- be creative and original in their thinking.

Teaching gifted pupils:

Teachers need to plan to develop the breadth and depth of pupils' experiences and the quality of their responses and outcomes. They need to set suitable learning challenges by:

- setting high expectations coupled with continuing and active support;
- encouraging more detail in written accounts and oral explanations;
- changing the scale, context or location studied to provide opportunities for comparison, analysis and explanation;
- encouraging independence in setting their own geographical questions and selecting resources.

Teaching children with special needs:

All children at Rivers Primary Academy are taught geography, whatever their ability. Geography is part of the school curriculum and helps to provide a broad and balanced education to all children. In the teaching of geography teachers provide learning opportunities that match the needs of children with learning difficulties and take into account the targets set for individual children in their IPMs.

Foundation Stage

Geography is taught in the reception class 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, the geographical aspects of the children's work are related 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 ELG 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 a 'good' playground.

The contribution of geography teaching to other curriculum areas

English

Geography makes a significant contribution to the teaching of English at Rivers Primary Academy because it actively promotes the skills of reading, writing, speaking and listening. Reports, letters and recording information all develop children's writing ability and debates develop speaking and listening skills.

Mathematics

Geography contributes to the teaching of mathematics in the school in a variety of ways. In representing objects with maps children study space, scale and distance

and they learn to use four and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

ICT

ICT is incorporated into the curriculum planning at Key Stage 2, and is used in both key stages where possible to enhance skills of data handling and presenting written work. ICT is used for researching information through the Internet.

PSHE and Citizenship

Geography contributes significantly to the teaching of personal, social, and health education and citizenship. The subject lends itself to raising the matter of citizenship and social welfare, especially in aspects relating to 'making the local area better', looking after our world etc. Children are encouraged to reflect upon the impact of mankind upon the world, and to consider sustainable development. Through teaching contrasting localities we enable children to learn about inequality and injustice in the world. Children 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 children's social development by teaching them 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.

Assessment and recording

Children's work in geography is assessed by informal judgements made by teachers observing them in lessons and marking each piece of completed work, making comments as necessary. At Rivers Primary Academy we assess the children using an Excel spreadsheet containing all National Curriculum objectives in geography. Every term teachers use a scale of 1-3 to say if a child has met expectations in each objective. 1 meaning the child is heavily scaffolded when working on an objective, 2 meaning the child has independently achieved the objective and 3 meaning the child is mastering the objective throughout the curriculum. Teachers may also use 0 if the child has not been exposed to that objective during that part of the year.

MONITORING AND REVIEW:

The subject leader is responsible for monitoring the standards of children's work and the quality of teaching in geography. S/he has specifically allocated time for monitoring lessons, and feedback is given to the teachers concerned. S/he is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

This policy will be reviewed at least every two years.

POLICY APPROVED BY GOVERNORS:

Signed: _____