



Guiding us
step by step
into the future

Geography Policy

Member(s) of staff responsible	Humanities SLG
Governor responsible	
Sub-Committee responsible	Curriculum committee
Date agreed with staff	
Date discussed with pupils	
Date agreed at Sub-Committee	
Date approved at Governing Body	
Frequency of policy review	
Date next review due	

Document Version Control

Issue Number	Issue Date	Summary of changes

VISION STATEMENT

"All at Warden Hill are working to create and maintain a safe, secure and healthy environment for children, with an atmosphere that fosters happiness, enjoyment and growing self-confidence.

We also seek to develop in each child the realisation that individually they are unique and of immense worth, but also that they have an important and positive contribution to make in maintaining and developing the society in which they live."

(School vision statement)

The Importance of Geography

We live in a world of amazing beauty, infinite complexity and rigorous challenge. Geography is the subject which opens the door to this dynamic world and prepares each one of us for the role of global citizen in the 21st century. Through studying geography, people of all ages begin to appreciate how places and landscapes are formed, how people and environments interact, what consequences arise from our everyday decisions and what a diverse range of cultures and societies exist and interconnect. Geography is a subject which builds on young people's own experiences, helping them to formulate questions, develop their intellectual skills and find answers to issues affecting their lives. It introduces them to distinctive investigative tools such as maps, fieldwork and the use of new technologies. It opens their eyes to the beauty and wonder around them and acts as a source of inspiration and creativity. More than this, it ensures that they appreciate the complexity of attitudes and values which shape the way we use and misuse the environment. Through geography, we learn to value and care for the planet and all its inhabitants.

AIMS

Through our teaching of geography we aim:

- To stimulate children's interest in their surroundings and in the variety of physical and human conditions on the earth's surface.
- To help children acquire special knowledge, skills and attitudes so that they can make sense of the environment they live in and can compare it to other environments.
- To enhance their sense of responsibility for the care of the earth and its peoples.
- To foster a sense of wonder at the beauty of the world around them.

- To help them to develop an informed concern about the quality of the environment.
- To understand patterns and processes through geographical knowledge.
- To have an understanding of environmental change and sustainable development.
- To appreciate similarity and difference in the world about them and to respect other peoples' beliefs, attitudes and values.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To develop a wide range of geographical skills through active participation in enquiry, map work and fieldwork
- To observe and describe geographical features using appropriate terminology.
- To use I.C.T. to further develop geographical skills.

PROVISION

Foundation Stage

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 geography side 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 ELG objectives of developing a child's knowledge and understanding of the world through activities such as Geography Day or looking at pictures of places and who and what might live there.

Key Stage 1

In Key Stage 1, geography is 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 will have the opportunity to:

- 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 - by studying localities such as the seaside and islands.
- focus on geographical questions like 'Where is it?', 'What is it like?' and 'How did it get like this?'
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, 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 will have the opportunity to:

- 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 rivers and environments issues as well as identifying geographical processes involved in world events
 - focus on geographical questions like 'What is it like?', 'How did it get like this?' and 'How and why is it changing?', 'How could this place be improved?' 'What are the different views held by people about this place?'
 - develop and use geographical enquiry skills, including fieldwork and ICT skill, geographical terms, making and using maps and using photographs.
- know the locations of key places in the United Kingdom, Europe and the world (see appendix 2)

All children (i.e. Reception, KS1 and KS2) will have the opportunity to:

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing 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
- work with others, listen to each 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 own and other's effect or impact on it

SUBJECT ORGANISATION

Geography is a foundation subject. It may be taught through topic work, discretely or as part of the literacy hour where literacy skill is being taught using geographical content.

We will use a variety of teaching methods best suited to the abilities and interests of the children, including:

- fieldwork and local studies
- observation and enquiry
- individual, group and class investigations
- discussion and debate

The mode of working in geography is a mix of class teaching, cooperative groups (usually, but not always, of mixed ability) and individual work.

Geographical work is recognised in general display or in communicating the results of geographical enquiry to the whole class.

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.

At Key Stage 1 we let all the children carry out an investigation into the local environment, and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area.

When teaching geography we:

- Explain what we want pupils to know, understand and be able to do through the geography they are about to do
- Often use a key question to direct pupils' thinking / enquiry
- Vary the resources and activities to ensure each pupil can learn effectively
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing
- Recognise that enquiry should form a part of all work in geography. It should take account of pupil's interests, experiences and capabilities and lead to investigations based on fieldwork and classroom activities.

Teachers will try to make effective use of:

- resources, especially maps, photographs, videos, picture books, educational broadcasts, TV and the internet
- child's own resources
- educational visits

- hands on activities such as cooking of foods from distant localities, the handling of artefacts and clothes from other places etc.
- story books, drama poems, songs and role play to enhance understanding
- child-centred displays or assemblies
- model-making, surveying, research skills
- information books
- a range of local maps at different scales
- globes and a range of appropriate atlas's
- aerial photographs and other pictorial materials
- educational broadcasts
- school library
- ICT software
- newspapers
- visitors

CROSS-CURRICULAR OPPORTUNITIES

Following a Creative Curriculum provides many links between subjects. We see Geography as a natural context for the development of Literacy, Numeracy, R.E., Citizenship and I.C.T. 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 in our planning.

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 and in presenting written work. They research information through the Internet, *Google Earth and Google maps* and libraries of digital images (aerial photographs, for example). We also arrange for the children to communicate with pupils in schools in other countries via email, and we offer children the opportunity to use the digital camera. *Captain Co-ordinate* allows children to improve their mapping skills while enjoying detective role play.

ASSESSMENT

Assessment will be on a continuous monitoring basis involving informal techniques such as teacher observation, small group discussions, questioning about tasks and

informal summative assessment. Reporting to parents occurs annually with a written report and through parents evening.

SEN, Gifted and Talented (G & T) and EQUAL OPPORTUNITIES

The varying needs and abilities of the children will be catered for through tasks differing in difficulty, outcome and support. Children's needs will be catered for within whole class/group or individual work. Appropriate strategies will be employed for the very able and those with special needs.

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

ROLE OF SUBJECT LEADERSHIP TEAM

- To play a major role in the development of school policy and practice.
- To monitor and ensure continuity and progression in Geography
- To ensure that practices improve the quality of Geography education throughout the school and raise standards of achievement.
- To inform future priorities and targets for the subject.
- To ensure teachers are familiar with the policy and help them plan lessons if required.
- To prepare, organise and lead INSET.
- To be responsible for resources used in the teaching of Geography

HEALTH AND SAFETY

Health and safety regulations in class-based lessons apply as for any other subjects. For school journeys appropriately qualified staff will supervise all activities.

Risk Assessments will be carried out before any visit (see Risk Assessment Policy).

CONCLUSION

This policy also needs to be in line with other school policies and therefore should be read in conjunction with them.

Authorised by:
Head Teacher

Effective: Immediately

Distribution:

All Staff

Appendix 1 Additional locational knowledge for each year group

Appendix 2 Yearly overview