



Involvement, Enjoyment, Achievement

ST. JAMES' C.E.(C) PRIMARY SCHOOL GLOSSOP

Policy for Geography

Autumn 2015

Introduction

- This document is a statement of the aims, principals and strategies for teaching and learning of Geography
- It was developed during the Summer of 2002 through a process of consultation with teaching staff and governors.
- It was approved by the governing body in June 2002.
- This policy was reviewed in Summer 2011 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Development plan.
- This policy was reviewed again in Summer 2014 in accordance with the schedule for the review of this, and all other, policy documents as set out in the school's Development plan.
- It was approved by the governing body in **Spring 2016**

Geography is a multi disciplinary subject which explores the relationship between the Earth and its people through the study of place, pattern and the environment. It is essential to understanding the changes and developments in the modern world. Geographers ask the questions where, and what, how and why, as a focus for their enquiries and investigations.

Aims

In geography we aim to ensure that all pupils;

- to stimulate children's interest in their environment and the wider world
- to help children to make sense of their locality, the United Kingdom and the wider world
- to develop geographical knowledge, skills and understanding about diverse places, people, resources and natural and human environments
- to introduce an enquiry approach to learning
- to develop an informed concern and sense of responsibility for the environment
- to foster a sense of wonder at the beauty of the world around them and to inspire a curiosity and fascination about the world and its people
- a deep understanding of the Earth's key physical and human processes as well as the formation and use of landscapes and environments

- how the Earth's features at different scales are shaped, interconnected and change over time.

Principles of the Teaching and Learning of Geography

a. Geography is a foundation subject in the National Curriculum. The fundamental skills, knowledge and concepts of the subject are set out in the National Curriculum Geography Orders, into Key Stage 1 and Key Stage 2, where they are categorised into programmes of study. These provide opportunities for developing;

- locational knowledge
- place knowledge
- human and physical geography
- geographical skills and fieldwork

b. The study of location knowledge, place knowledge, human and physical geography and geographical skills and fieldwork where;

- the study of locational knowledge seeks to learn that the world has different continents and oceans; locate and learn the characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas (Key Stage 1). Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America; naming and locating counties and cities of the United Kingdom (Key Stage 2). Identify the different parts that our world is divided into (e.g. hemispheres) and their significance (including time zones) (Key Stage 2).
- the study of place knowledge seeks to understand geographical similarities and differences in the United Kingdom and certain parts of the wider world (depending on the Key Stage).
- the study of the physical and human geography seeks to identify seasonal and daily weather patterns in the United Kingdom; climate zones and their locations; use basic geographical vocabulary to refer to key geographical features (Key Stage 1). Describe in further detail in Key Stage 2.
- the study of geographical skills and fieldwork seeks to use maps, atlases, globes as well as digital/computer mapping (Key Stage 2 only) to identify the United Kingdom and the countries, continents and oceans studied at each Key Stage. To use simple compass directions and locational and directional language to describe the location of features and routes on a map; use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of our school, its grounds and the surrounding environment (Key Stage 1). The eight points of a compass, four and six figure grid references, symbol and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world; use fieldwork to observe, measure, record and present geographical features of the local area thus using a range of methods including sketch maps, plans, graphs and digital technologies (Key Stage 2).

- c. In Geography, the Foundation Stage follow the EYFS – The Development Matters Framework based on Understanding the World. This is split into three key areas: ‘People and Communities’, ‘The World’ and ‘Technology’. Pupils, at this stage, explore their immediate environment (school, the playground, home etc.) looking for similarities and differences between themselves and others. Pupils are encouraged to show their understanding of the subject through: communicating their ideas verbally, drawing basic maps and looking at natural objects and the world around them.
- d. Geography is also a topical subject. Effective geography teaching should capitalise on pupil's emerging interests in events and issues of the present time. It should also be concerned with children learning about themselves in relation to their environment and the world about them.

Strategies for the Teaching of Geography

Catherine Weir has a responsibility for ensuring the implementation of the National Curriculum for Geography. The Attainment Targets and Programmes of Study will provide the framework and content around which the geography curriculum is planned.

a. Geography is taught in a variety of ways. It may be a topic focus, a supporting subject within a broader topic, or an opportunity, arising as a minor element within another study

b. Geography is most regularly taught as a subject integrated within a wider topic. When planning topics, it is important to think about;

- the balance of content
- the selection of places and themes
- the grouping of experiences.

c. The predominant mode of working in geography is cooperative group work although individual work and class teaching are used where appropriate.

Within this structure

- groups are usually of mixed ability with differentiation by role and/or detail of work
- teacher initiated work is frequently used and recording takes place in a variety of ways
- relevant discussion is encouraged
- groups are encouraged to communicate their findings in a variety of ways.

d. Teaching methods include the following;

- information provided by the teacher
- discussion
- individual /group enquiries
- use of IT, interactive whiteboard resources, television, video, dvd, radio, tapes and film
- use of books, pictures, maps, diagrams, globes, atlases, aerial photographs and Geographical Information systems (GIS – Key Stage 2 only)
- role play and drama

- creative activities
- fieldwork (visits & trails)

e. Two of these methods are especially important;

i. An enquiry approach - five basic questions for young geographers to ask are:

- What is this place like?
- Why is this place as it is?
- How is this place connected to other places?
- How is it changing/going to change in the future?
- What would it be like to be in this place?
- How does this influence our thinking?
- This requires children to ask questions, collect data, present findings and draw conclusions.

ii. Fieldwork - This term encompasses all geographical work done outside the classroom. It helps to promote learning in all geographical studies, and should be an integral part of the curriculum.

f. All teachers teach geography.

g. Classroom helpers and Teaching Assistants are used in geography to assist

- in supporting group activities
- assisting with displays
- in providing extra help for children with particular needs (see below).

h. Commercially produced schemes for geography are available to be used as a resource. Teachers plan their own programmes in geography to integrate with topic activities.

i. A differentiated approach to the teaching of geography ensures curriculum access for pupils with Special Educational Needs and those who are on Free School Meals (Vulnerable group and Pupil Premium). This may include;

- additional support for pupils with language/communication difficulties with reading and writing during geography activities from the teacher, ECO or TA.
- providing a variety of tasks designed to meet individual pupils abilities enabling an individuality of response and a variety of outputs.
- ensuring that assessment criteria are relevant to pupils individual needs and interests.

j. Homework is used to support geography through tasks such as;

- finding answers to questions posed in school through the use of ICT resources, books (libraries) and interviews with friends and family. Pupils are encouraged to use this as a means of extending their interests.

- children are encouraged to bring relevant internet research, books, photos and artefacts to enhance their study

k. The emphasis in our teaching of geography is on first-hand experience and we encourage children increasingly to take control of their own learning. Geographical knowledge is acquired through a development of skills. Children will therefore;

- investigate their own and wider environment
- ask questions about their own and wider environment
- use resources which are made readily available and accessible
- be encouraged to communicate their geographical findings to others using a variety of methods including written or verbal reports and use of graphs or pictures.

l. Achievement in geography is celebrated in display and performance including;

- the mounting of displays showing the process and the results of geographical enquiry
- communication of geographical findings during whole school or whole class gatherings.

Strategies for Ensuring Progress and Continuity

a. Planning in geography is a process in which all teachers are involved, wherein;

- the foundation for curricular planning is the Programmes of Study and the Whole School Development Plan, developed through a process of collaboration between staff, and approved by governors
- a cycle of topic plans is drawn up by staff working groups and is carefully balanced to ensure full coverage of the new National Curriculum.
- work plans (including detailed lesson plans) are drawn up by individual teachers for each half term during which geography is studied and are monitored by the head teacher.

b. The role of the geography coordinator is to;

- take the lead in policy development to ensure progression and continuity in geography throughout the school
- support colleagues in their development of detailed work plans, if and when required, and in assessment and record keeping activities
- monitor progress in geography and advise the head teacher on action needed
- take responsibility for the audit, purchase bid, and organisation of central resources for geography
- keep up-to-date with developments in Geographical education and disseminate information to colleagues as appropriate.

c. Feedback to pupils about their own progress in geography is achieved through the marking of work. Effective marking;

- is usually done while a task is being carried out through discussion between children and teacher

- aims to help children learn by encouraging them to think critically about what they have achieved
- of written work is used to help pupils to develop recording and interpretation strategies, in order to illustrate their conceptual understanding. This will vary according to age and ability.

d. Formative assessment is used to guide the progress of individual pupils in geography. It involves identifying each child's progress in each area of the geography curriculum, determining what each child has learned (against the WALT) and what therefore should be the next step in his/her learning. Formative assessment is carried out by teachers in the course of their teaching. Suitable tasks for assessment include;

- small group discussions usually in the context of a practical task
- specific assignments for individual pupils
- individual discussions in which children are encouraged to appraise their own work and progress.

e. In the Foundation Stage, assessments take place every term against objectives taken from the EYFS – The Development Matters Framework.

Strategies for Recording and Reporting

a. Progress in geography is monitored;

- by each teacher to inform planning, and record sheets are updated annually,
- through the development of portfolios of dated and annotated items from each year's geographical work.
- (Foundation Stage only) by recording written observations in individual portfolios for each pupil.

b. Reporting to parents is done on a termly basis in a variety of ways, and annually through a written report. Reporting in geography will focus on each child's;

- attitudes to geography
- progress in geographical skills and knowledge.

Strategies for the Use of Resources

a. Classroom resources in geography include;

- an area of work and display during appropriate topics
- a set of materials relevant to the topic for that class at that time.

b. Central resources in geography are the responsibility of the coordinator who has a small budget available. They include;

- sets of instruments likely to be used sporadically by all classes.
- research resources such as texts, atlases, CD ROM, Longmans, ICT resources.

- school geography trails.

c. Information technology is a major resource which is used in geography for;

- communicating information (word processing and graphics/drawing packages), CD Encyclopedia, World Atlas, digital/computer mapping).
- handling information (databases and data capture equipment, CD ROM, internet) modelling (simulations, spreadsheets and Geographical Information Systems (GIS)).

d. The Library/ class shelves house a stock of books on geographical based subjects and is used regularly for reference. This is supplemented by resource packs from Derbyshire Library Service.

e. Geography is studied with full regard to Health & Safety issues