

Flakefleet Primary School



Geography Policy

Policy Aims

Geography has a significant place in the school creative curriculum. The subject promotes and develops the skills of geographical enquiry, knowledge and understanding of places, patterns and processes, both human and physical. It enables children to develop confidence and understanding about the world in which they live. Children are enabled to express themselves creatively and imaginatively, as they become enthusiastic geographers. Children use and develop their knowledge, skills and understanding in English, Mathematics and ICT through their Geographical studies.

Objectives

- 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 a variety of other skills, including those of enquiry, problem solving, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning

Geography teaches an understanding of places and environments. Through their work in geography children learn about their local area and 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 British values and life in other cultures. Geography teaching also motivates children to find out about the physical world, how it interacts and is inter-dependant with human processes and enables them to recognise the importance of sustainable development for the future of mankind.

We recognise the fact that in all classes there are children of widely different abilities in Geography and we seek to 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty. Not all children will complete extension tasks;
- providing resources of different complexity depending on the ability of the child;
- using classroom assistants, when available, to support children individually or in groups.
- by providing a range of activities that cater for differing learning styles
- to include field studies where appropriate and both locally and further afield.

Curriculum Planning

Geography is planned within the school's creative curriculum. All key skills and content are covered within each Phase (Y1-2, Y3-4, Y5-6). Phase staff, supported by the Subject Leader, also ensure that there is complete coverage of subject content as specified within the 2014 National Curriculum .

Use of ICT

We utilise a range of ICT strategies and skills to enhance Geography teaching and learning. Data collection and handling skills are developed, as well as the ability to research appropriate information using the Internet and other sources. Children have the opportunity to use a range of media as an integral aspect of their learning and to present their work (see ICT policy) when it is judged to be the optimum medium.

Foundation Stage

We teach Geography in Foundation Stage as an integral part of the topic work covered during the year. We relate the Geography element of the children's work to the objectives set out in the Early Year's Foundation Stage curriculum (EYFS) which underpin the curriculum planning for children birth to five. Geography makes a significant contribution to the EYFS objectives of developing Knowledge and Understanding of the World.

Cross Curricular

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. Some of the texts that we use in English lessons are geographical in nature. Debates on environmental issues develop speaking and listening skills. This area is well supported through the work of the school's Eco agenda. Reports, letters and recording information will all develop children's writing ability.

Mathematics

The teaching of geography in our school contributes to children's mathematical understanding in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance, and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Personal, Social and Health Education (PSHE) and Citizenship.

Geography contributes significantly to the teaching of Personal, Social and Health Education and teaching British Values. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way in which people recycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping poor or homeless people. Thus, geography in our school promotes the concept of positive citizenship.

SEN

We enable pupils to have access to the full range of activities involved in learning Geography. If progress falls significantly outside the expected range the child may have special educational needs. Our assessment process examines a range of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. This ensures that our teaching is matched to the child's needs.

Assessment

We assess children's work in Geography by making informal judgements as we observe them during each Geography lesson. On completion of a piece of work the teacher marks the work and comments as necessary focussing on the geographical skill identified as the specific Learning Objective for that lesson. At the end of a unit of work, the teacher makes a summary judgement about the work of each pupil - whether they have yet to obtain, have met or have exceeded the unit objectives. We use this as a basis for assessing the progress of the child at the end of the year. During the unit of work pupils are encouraged to self-assess their learning and to respond to improvement prompts

Resources

There are resources for most units of work in a centrally located store. If a year group requires specific resources, the subject leader group will facilitate their request within school budgetary restrictions. Library loans are used to enhance pupil knowledge. A list of useful sites and web based resources for each topic covered are continually being developed by staff as they plan each topic and are stored on the school network or within our Showbie platform. Espresso is a core digital resource.

Subject Development, Monitoring and Review

The Subject Leader currently will maintain an overview of areas taught and standards attained, by:
Monitoring pupil work
Maintaining an overview of National Curriculum coverage.
Identifying areas of learning that require development.
Reviewing and evaluating the annual Action Plan to identify future developments.

Staff Development

A number of external courses are available to staff in addition to school-based training. The subject leader will determine the developmental needs of the school in Geography and will subsequently organise training sessions as required within the parameters of whole school development priorities

Related documentation:

- *Learning and Teaching Policy*
- *Assessment Policy*
- *Special Educational Needs Policy*
- *Planning Documentation*
- *Monitoring and Evaluation Timetable*