

Geography Policy



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 explores the relationship between earth and people. Geography studies the location of the physical and human features of the Earth and the processes, systems and interrelations that create and influence them. The character of places, the subject's central focus derives from the interaction of people and environment.

Broad Aims of Geography

- To stimulate pupils' interest in the world around them and to foster a sense of wonder at the world around them.
- To help pupils develop an informed concern for the quality of the environment.
- To enhance pupils' sense of responsibility for the care of the Earth and its people.
- To develop a range of skills to interpret geographical information and to carry out geographical enquiry.
- To enable children to know about and understand environmental problems at a local, regional and global level.
- To encourage in children a commitment to sustainable development and 'global citizenship'.

Aims of Geography

- To study the location of places.
- To look at physical systems.
- To explore human and physical processes and patterns.
- To develop a sense of place.
- To explore the relationships between people and their environment.
- To look at changes to places, spaces and the environment and the consequence of these changes.
- To appreciate cultural and economic diversity.
- To investigate issues and concerns.
- To develop enquiry skills.

Principles of the Teaching and Learning of Geography

The teaching of geography encompasses the acquisition of four key areas of learning:

- place knowledge
- locational knowledge
- human and physical geography
- geographical skills and field work.

An understanding of geography is essential to our understanding of the world and the skills and knowledge of geography have a wide application in everyday life.

Geographical fieldwork and investigations provide essential opportunities for working in teams and developing individual responsibility.

Due to 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 unique vehicle

for environmental education; citizenship and learning about other cultures and provides for cross curricular links to spiritual/moral education.

Geography Curriculum Planning

We carry out curriculum planning in geography in three phases (long term, medium term and short term). The long term plan maps the geography topics studied in each term for each year group. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding skills listed on the skills grids for each year group. We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we plan progression into the topics so that the children are increasingly challenged as they move through the school.

We teach geography in EYFS through Understanding of the World as an integral part of the topic work covered during the year. Opportunities are planned to meet the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five.

Guidelines

The individual teacher should determine how the curriculum should be delivered in the classroom. Teaching styles and classes vary and what may be appropriate in one situation may not necessarily work in another. The range of teaching methods to meet the different abilities of pupils will include:

- Knowledge/instructions given by the teacher
- Questions and answers
- Creative activities e.g. model making
- Individual and group enquiry
- Use of books, maps, atlases, ICT
- Fieldwork
- Drama activities
- Pupils will work within a class group, cooperatively in small groups or individually.

Assessment and Recording

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study. Teachers will use their professional judgement to determine the most effective methods of gathering evidence of pupils' progress, which will form the basis of an annual written report to parents. Gathering evidence of pupils' attainment allows teachers to identify what has been learnt and identify ways of overcoming difficulties and establish a basis for further planning.

Formative assessment can be made from a range of sources:

- Written work
- Spoken activities
- Maps, plans and sketches
- Group activities
- Fieldwork

- Audio and video recording
- ICT materials e.g. emails, desktop publishing
- Models
- Photographs
- Comments from other people e.g. helpers on fieldwork.

The assessment of knowledge and skills will be planned for as part of the teaching process. Summative assessment will take place and will be based on Teacher Assessment. (See assessment policy).

Fieldwork

Fieldwork in the environment is a core component of the geography curriculum. Opportunities to carry out fieldwork in the local area and the area of study (where possible) should be planned for to meet the skills.

Geographical studies should be enquiry based and teachers should facilitate this.

An enquiry may include:

- Asking a questions
- Collecting relevant data from primary and secondary sources
- Analysing and interpreting data
- Presenting findings
- Drawing conclusions and evaluating them.

ICT is a resource, which is planned for and used in geography for research and recording findings:

- Written work
- Illustrations
- Handling information
- Directional work

Geography Subject Leader

The role of the Geography Subject Leader is to:

- be responsible for the development of geography in school.
- monitor the effectiveness of geography in school.
- support teachers in their planning and strategies for classroom management.
- disseminate new information.
- provide or organise staff training.
- be responsible for providing appropriate geography resources.

Monitoring

Plans and books are monitored every half term and pupil conferences are held to promote pupil voice.

Special Educational Needs

Children with special educational needs are included and planned for by the class teacher. Support is available from the inclusion manager.

Marking

Marking is diagnostic and provides children with a next step. (See marking policy for more detail).

Equal Opportunities

All children will be given access to geography, irrespective of race, gender, creed and level of ability or nationality. Mutual respect and tolerance for all cultures will be promoted through the study of geography.

Health and Safety

Fieldwork is particularly important in geography, be it a day visit or residential. When planning a visit, teachers must complete a risk assessment and be aware of the school emergency procedures for educational visits and the Local Authority's policies on visits and excursions within and outside the local area.

We must:

- Relate the objectives of the trip directly to the objectives of the unit being studied.
- Observe the Education Visits Policy.

Covid-19 Addendum:

Whilst the impact of covid continues to affect our school, fieldwork will be undertaken within the school grounds. Once covid restrictions begin to lift, the intention is for fieldwork to extend, once again, beyond the school gates.