



## **Geography Policy**

Children are interested in the world around them. The study of Geography makes a valuable contribution to their understanding of all aspects of life giving a sense of location and place. We value Geography in its own right.

### **Aims**

As a result of our Geography teaching we will encourage children to:

- be observant and curious about the geographical and social aspects of their local environment and national heritage;
- care about the environment and understand how and why it is changing;
- to recognise and understand issues concerning the environment and sustainable development.
- be interested in the world around them, the physical and human features of their surrounding and its past;
- ask questions, form hypotheses and collect and record evidence appropriately;
- be tolerant and respectful of the many value systems, cultures and people represented in the world;
- distinguish between fact and opinion and develop their own points of view;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- work individually and co-operatively, listening to and valuing the opinion of others.

### **Planning**

- Teachers in the the Foundation Stage plan for children according to the Early Learning Goals.
- Key Stage 1 and Key Stage 2 our teaching is based on National Curriculum Programmes of Study; teachers use QCA units as a stimulus to the scheme where appropriate. These have been incorporated in long term planning to ensure continuity and progression (see curriculum map).

### **Teaching and Learning**

Our philosophy on teaching and learning is encapsulated in our Teaching and Learning Policy to which reference should be made.

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs,

and we enable them to use IT in geography lessons 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, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

Curricular links to other areas, are recognised and developed.

Pupils should be given opportunities, where appropriate, to develop their Information Technology capability in the study of Geography.

Teachers should be aware of safety needs and make reference to the appropriate health and safety guidance and guidelines for educational visits.

### **Fieldwork**

- 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.
- In the Foundation stage and at Key Stage 1 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. We also offer the opportunity to take part in a residential visit to How Hill in Norfolk where fieldwork is carried out in relation to the topic of the term.

### **Access**

Children of all abilities can benefit from the study of Geography. Where children have special educational needs, these should be catered for by planning for differentiation. It may be necessary to seek further guidance from the Subject Leader, SEN Co-ordinator and other agencies.

Teachers should be aware of any physical disability that may affect a child's performance and make appropriate provision.

Adults in the school are entitled to receive support from whole school planning, support from colleagues including the subject leader, INSET within and out of school and by the provision of support materials and resources.

### **Resources**

Reference can be made to:

- appropriate reference (fiction and non-fiction) books in the school library
- collection of cross-referenced audio and video materials
- collections of pictures, photographs, maps, original documents, charts and artefacts
- interactive whiteboards, computer suite for websites/Espresso/CD-ROMs
- digital blue/camera
- DVD, VCR player

Some of the equipment required for certain aspects of mapwork, physical and environmental Geography can be found in the Key Stage 2 resource area and in the Library.

Local expertise and the Outdoor Classroom are also used when possible to reinforce the schemes of work.

### **Assessment, recording and reporting**

There is an agreed whole school policy to which reference should be made, and which recognises the importance of Geography in school.

Individual class assessments and recording of achievements in Geography will be done in a variety of formats. This includes gathering evidence of what individual pupils know, understand and can do in Geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.

There is an annual report to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

### **Review**

This policy will be reviewed by the Subject Leader as part of the general curriculum review programme listed in the School Development and Improvement Plan.