Through wisdom, compassion and endurance, we endeavour to make the best decisions possible for our children

GEOGRAPHY POLICY

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Geography Policy

Vision for Geography

Geography education should inspire in pupils a curiosity and fascination about the world and its people. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments with key physical and human processes. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the geographical and human features are shaped over time.

Aims

At Whaddon School, we aim to stimulate pupil's interest in the world around them and to foster a sense of wonder at the world around them. We support this in Geography though the following aims:

- To help pupils develop an informed concern for the quality of the environment
- To enhance pupil's 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
- Communicate geographical information in a variety of ways

Objectives

Children should take part in activities which enable them:

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding area
- To develop a sense of place
- To explore the relationships between people and their environment
- To investigate, research and analyse information on both physical and human characteristics issues and concerns
- To communicate geographically to demonstrate their awareness and understanding

Spiritual, Moral, Social and Cultural Development

Geography education provides opportunities for pupils to:

- Consider questions of meaning in asking why things happened and what might have happened
- Develop sensitivity to the views, opinions and actions of others
- Reflect on differences and similarities between people in near and distant parts of the world
- Experience awe and wonder at different aspects of the natural world especially places of outstanding beauty
- Reflect on the power and implications of the workings of nature e.g. the consequences of natural events such as earthquakes or flooding.

- Recognise there are reasons why events, human and physical have happened and how future generations can learn from these actions
- encourage understanding and respect for other people
- enable pupils to distinguish right from wrong

• further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures

Teaching and Learning Style

At Whaddon School a range of teaching and learning styles are adopted. We place great emphasis on active learning by including the children in discussions, investigations and problem-solving activities. We make good use of the local community, the industry and people within it.

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

The aim is to provide a range of teaching styles and learning opportunities suited to the geographical subject being taught and the abilities of the children. Teaching will include opportunities for:

- Teacher explanation.
- Talking, writing, using ICT.
- Reading a variety of books.
- Exposing the children to a range of sources of information, for example, pictures, photographs, artefacts, field trips, maps, graphs.
- Role play.
- Problem solving.
- Linking the topic to other curriculum areas, such as drama, D.T., Art.
- Research.
- Whole class work, group work, talk partners and individual work. Homework.

Planning

We use the New Curriculum as the basis for our planning in Geography. Some of the Geography units of work have been adapted to suit our local context and make them more culturally relevant for the children. 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 schemes of work so that the children are increasingly challenged as they move through the school.

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 during each key stage: the subject coordinator devises this plan in conjunction with teaching colleagues in each year group and the children study Geography topics in conjunction with other subjects. We teach the knowledge, skills and understanding set out in the New Curriculum through the corresponding programme of study.
Class teachers are responsible for identifying the most appropriate teaching strategy to suit the purpose of the learning situation. Approaches will include:

• **Differentiation**
Class teachers plan for differentiation, which is incorporated into their medium and short-term plans. Work is differentiated by stimuli, task, adult support and outcome. Monitoring and assessment enables the teacher to plan suitable work for all abilities.

• **Continuity and Progression**

The school works with the National Curriculum programmes of study on a two year Geography Policy. The termly overviews and planning documents, together with the children's records are used to help ensure continuity of approach and progression of skills, knowledge and understanding. Discussion takes place between staff at staff meetings and through INSET. The teachers and the Headteacher monitor and review these to ensure consistency of approach and progression throughout the school.

• **Organisation**

- discussion, debate and drama
- individual and group research
- fieldwork, visits to sites and visits from other geographical informed professionals
- use of Information Technology
- use of Visual evidence, artefacts, photographs, paintings and cartoons.

• **Skills**

- using and analysing a range of primary and secondary sources
- posing and answering key geographical questions • sequencing geographical events
- observing, listening and recording using geographical language
- communicating in a variety of ways across the curriculum

Assessment

Assessments are carried out in order to build up a rounded picture of the pupil's performance, in knowledge, understanding and skills. Assessment opportunities need to be planned for in the medium term planning. Assessment is in the form of:

- observation of the children at work
- book and planning scrutiny
- discussion with individuals or groups

Breadth of Study:

In the Foundation stage, the Foundation stage profile "Knowledge and Understanding of the World" introduces children to the basic concepts, which are continued throughout Years 1 and 2 through the National Curriculum.

There is no specialist teaching in geography, it is taught by class teachers. Teaching Assistants assist the teaching of geography by:

- supporting group activities or individual children going on outings and visits
- providing support for children with Special Educational Needs (see below).

Excellence in geography is celebrated in display and presentation including:

- Displays in classrooms and around the school.
- Presentation of geographical study during whole school or whole class gatherings.
- Geographical drama.

Equal Opportunities

The school is committed to a policy of equal opportunities for all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or cultural/ethnic background. The content of lessons and the resources available should ensure that all

pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and abilities.

Monitoring and Review

Class teachers are responsible for monitoring and evaluating lessons delivered within their class. The co-ordinator and the Headteacher are responsible for monitoring the effectiveness of history teaching throughout the school.

This policy will be reviewed periodically, in order that we may evaluate its relevance to children, the school and the National Curriculum.

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