

ST MARGARET'S COLLIER STREET SCHOOL

GEOGRAPHY POLICY

Rationale

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from other perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It can inspire pupils to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

Geography stimulates curiosity and imagination and we aim to build upon this by developing geographical skills, understanding and knowledge through studying places and themes.

Aims

We aim to help pupils develop:

- Knowledge and understanding of themes including patterns and processes;
- Geographical attitudes and values.
- Understanding of physical and human processes which enable us to make sense of place.

- Knowledge of the features and character of places, contrasts and relationships between places and how people live in them.

- 'Informed concern' about environmental relationships and issues at a local, global and regional level.

- 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.
- Graphic skills, including how to use, draw and interpret maps.
- A variety of other skills, including those of enquiry, problem solving, IT, investigation and how to present their conclusions in the most appropriate way.

Planning

Our scheme of work is based on the Geography National Curriculum programme of study. We have adapted this to suit our school's situation, both geographically and with regards to our mixed age classes. In the early years Geography is taught with reference to the Early Learning Goals. Key Stage 1 and 2 Geography is taught through topics. We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression, we offer them an increasing challenge as they move up the school.

Principles of Teaching and Learning

We use a variety of teaching and learning styles in our geography lessons. 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. 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 current issues.

Through the teaching of Geography children will:

- Undertake field work using a variety of skills, instruments and techniques
- Make and use plans, maps, atlases, globes and aerial photographs and GIS to investigate the size and position of places and how they fit together using compass directions, 4 and 6 figure grid references, symbols and keys appropriate for their age.
- Use IT as an information source and to assist in handling, sorting and presenting evidence.
- Undertake studies of places and themes of localities in the UK and in different parts of the world putting them in to context by:
 - a) Name and locate the world's seven continents and five oceans by aged 7 and
 - b) Locate the world's countries including maps focusing on Europe, North and South America
 - c) Name and locate counties and cities of the UK and
 - d) Identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere. The Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones
- Use a variety of secondary sources which help them learn about the nature of places they cannot visit.
- Collect, sort and present data in diagrams and maps so that they can recognise and explain patterns and relationships within and between places.
- Find out about physical and human geographical processes through their first hand geographical enquiries through direct teaching and through written geographical written sources.
- Undertake studies that focus on the way environmental, social and political issues have influenced the character of places and continue to influence the way places are changing.
- Engage in learning activities, for example role play, which explore the significance of people's beliefs, values and attitudes on the geography of the world in which they live.
- Investigate the ways that they are connected and linked with other places and people, and the interdependence of peoples throughout the world.
- Have the opportunity through visits and/or the use of visual materials to be amazed at the qualities of natural and human influenced landscapes.

Differentiation and SEN

We aim to encourage all pupils to reach their full potential through the provision of varied opportunities. We recognise that our curriculum planning must allow pupils to gain a progressively deeper understanding and competency as they move through our school. Geography will be taught in ways appropriate to each child's ability. This should include differentiation of planning by organising tasks to meet the learning needs of individuals or groups. Differentiated outcomes through open ended tasks allowing a variety of responses at different levels. Setting tasks of increasing difficulty, with some children not completing all tasks. Varying degrees of adult support to enable a child to complete the task. Providing resources of different complexity according to the ability of the child.

Equal Opportunities

We aim to plan our classroom activities to challenge and involve all pupils appropriately, according to age and ability. We use materials for teaching, which avoid stereotyping, or bias, towards gender or culture.

Cross-curricular skills and links

There are cross-curricular links with English as Geography is an excellent subject for promoting speaking and listening, reading, writing and drama. The subject develops mathematical data handling and graphing skills. Through data handling, information retrieval and the Internet links with IT can be made. Some of our objectives explicitly develop social, moral, cultural and spiritual education.

Evaluation and Assessment

The assessment of Geography is an integral part of teaching. It allows teachers to identify what has been learnt and to monitor pupils' progress. Assessment should also diagnose and identify ways of overcoming particular learning difficulties. Children will have ongoing teacher assessments throughout topics. We will assess the children's work in Geography by making informal judgements as we observe the children during lessons. Teachers will assess the progress of the child against national curriculum objectives and pass information on to the next teacher at the end of the year. Parents will be provided with an effort and attainment grade in the annual written report.

Role of the Subject Leader

The Geography subject leader guides the maintenance and development of the subject. They are responsible for taking the lead in the development, evaluation and amendment of schemes of work as and when necessary. The subject leader will investigate new resources, fieldwork possibilities, curriculum changes and classroom teaching ideas. They will monitor and evaluate pupil's work and teacher planning.

Health and Safety

All fieldwork and study visits will abide by the school policies. Please refer to 'The Educational Visits and Offsite Activities' Outdoor Education, KCC. All risk assessments must be completed and forwarded to the Head Teacher for approval.

Review

This policy will be reviewed by the subject Leader and staff and governors will discuss changes. This policy should be read in conjunction with other school policies.