



Grange Primary School

Geography Policy

1 Aims and objectives

“High quality geography inspiring a curiosity and fascination about the world”

1.1 Geography teaches an understanding of places and environments. Through their work in geography, children learn about the U.K. and their local area, and they 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 life in other cultures. Geography also teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

1.2 The objectives for teaching geography in our school are:

- to learn and develop skills that will help them to become responsible citizens;
- to enable children to gain knowledge and understanding of places in the world;
- to increase children’s knowledge of other cultures and , in doing so, 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 in children a variety of other skills, including those of enquiry, problem-solving, computing, investigation, and that of presenting their conclusions in the most appropriate way.

2 Teaching and Learning Style

2.1 We use a variety of teaching and learning styles throughout the curriculum. 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 computing 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, for example research of a local environment problem, or use of the Internet to investigate current issues. There are also various geographical based workshops throughout the school within the “University workshop” sessions.

2.2 We recognise the fact that there are children of widely different geographical abilities in all classes, and we 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 tasks that are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Grouping children by ability in the room, and setting different tasks to each ability group;
- Providing resources of different complexity, according to the ability of the child;
- Using classroom assistants to support the work of individual children or groups of children.

3 Geography Curriculum Planning

3.1 We use the “Focus Learning Challenge Curriculum” which is based on the National curriculum requirements for geography as the basis for our curriculum planning. We use the national scheme as an added resource adapting it to the topics decided as a school, eg: Olympics or Celebrating the World Cup. We try to make use of the local environment as much as possible by:

- Using aerial photographs of school to identify features and draw maps
- Using large scale maps to plot land use of the variety of shops in the area of Local Study
- Conducting a survey to find out how people travel in and out of Long Eaton and why they do it.

3.2 Our Curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the cross-curricular topics studied in each term during each key stage. Throughout the school we combine the geographical study with work in other areas of the curriculum.

3.3 We use the “Focus learning Challenge Curriculum” as the basis for our medium term plans using relevant questions as drivers. The questions encourage the children to develop the skills necessary to gain the required knowledge. Topics are decided in year groups and the relevant skills that are

to be covered. The medium-term plans are placed on the server and can be accessed by other members of staff. The geography leader reviews the topics, skills and planning covered on a regular basis.

- 3.4** Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the geography leader on an informal basis.
- 3.5** We plan the topics so that they build on prior learning and skills. Children of all abilities have the opportunity to develop their skills and knowledge in each topic and, through the progression of skills covered we offer them an increasing challenge as they move up the school.

4 The Early Years Foundation Stage

We teach geography in the nursery and reception classes as an integral part of the topic work covered during the year. As the classes are part of the Early Years Foundation stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the standards which underpin the curriculum planning for the children aged three to five to ensure Learning, Development and Care for each child. These are covered by the four themes – A unique child, Positive relationships, Enabling Environment and Learning and Development. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as collecting postcards from different places, singing songs from around the world, and looking at the immediate surroundings e.g. classroom and playground. The Nursery also has its own "University workshops" which incorporates geographical aspects.

5 The contribution of geography to teaching in other curriculum areas

5.1 Literacy

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. Throughout Key Stage one, awareness of the rest of the world is explored with the use of "Barnaby Bear" going on holiday with the children. At Key Stage Two we organise debates on environmental issues, because we believe that these develop speaking and listening skills (oracy). Writing reports, letters and recording information about environmental issues will develop children's writing skills covering a range of genres.

5.2 Numeracy

The teaching of geography in our school contributes to the children's mathematical understanding in a variety of ways. We teach the children the skill of 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 mathematical skills to explore, analyse and illustrate a variety of data using graphs, charts etc.

5.3 Computing

Computing enhances our teaching of geography, wherever appropriate throughout the school. Children use computing to enhance the skills in data handling (mountain, climate, population, or river data) and in presenting written work. The children are given the opportunity to research information, through the Internet and libraries of digital images (aerial photographs, for example). Detective role-playing software teaches the children geographical facts incidentally.

5.4 PSHE Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, the children study recycling and the way people recycle material, and how environments change for the better or worse and what our roles are in these changes. Issues such as helping under-privileged people are debated and action is encouraged. Thus geography in our school promotes the concept of positive citizenship and sustainability.

5.5 Spiritual, moral, social and cultural development (SMSC)

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world, and we introduce the concept of “stewardship” in relation to sustainable development. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures, so that they learn to avoid stereotyping other people, and acquire a positive attitude to others. We help contribute to the children’s social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children’s appreciation of what is right and what is wrong by raising many moral questions during the programme of study. We aim to promote cultural and national awareness by setting up global links with other schools around the world.

6 Teaching geography to children with special needs

At Grange Primary School we teach geography to all children, whatever their ability and individual needs. It is part of the school curriculum policy to provide a broad and balanced education to all children. We provide learning opportunities that are matched to the needs of the children with learning difficulties and those that are gifted and talented. Work in geography takes into account the targets set for children in their Individual Educational Plans (IEPs).

7 Assessment and Recording

- 7.1** Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costume and role-play different cultures and scenarios, whilst older children might produce PowerPoint presentations based on their investigations. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.
- 7.2** Once a child completes a piece of work, the teacher will mark and comment in accordance with the marking policy. Once they complete a whole unit of work, the skills that have been taught are assessed and recorded in accordance with the school policy. These are then used to assist in future planning.
- 7.3** Annotated samples of assessed work; i.e. "good", "medium" and "poor", will be collected in at the end of each year and kept in a portfolio at a central location by the geography coordinator. The assessment of key skills and knowledge will be passed onto the next teacher. An assessment grid is to be developed and placed on the server.

8 Resources

We have resources in our school to be able to teach all the geography skills. These resources are constantly being updated as required and are kept in a central store cupboard in topics. Each year group has a class set of atlases (1 between 2) and each class has a globe and a world map. In the library there is a good selection of geography topic books and we have a range of educational software to support the children's individual research.

9 Fieldwork

- 9.1** Fieldwork is integral to good geography teaching, and we include as many opportunities as we can to involve children in practical research and enquiry.
- 9.2** In the Early Years Foundation Stage and Key Stage 1 we let all the children carry out investigations in the local environment whether it be in the classroom, playground, around the school or local vicinity, giving them the opportunities to observe and record information. At Key Stage 2 the children do study the local area and can travel further afield. We also offer them the opportunity to take part in a residential visit to PGL (Y5) and to the Isle Of Wight (Y6).

10 Monitoring and Review

- 10.1** The geography leader is responsible for monitoring the standard of the children's work and the quality of the teaching of geography. The leader is also responsible for supporting colleagues in their teaching, for being

informed about current developments in the subject, and for providing a strategic lead and direction in the school. The leader gives the curriculum leader a termly report in which s/he evaluates the strengths and weaknesses in the subject, and indicates areas for further improvement. Time is allocated within PPA time and staff meeting time for the vital task of reviewing samples of children's work and for visiting classes.

10.2 This policy will be reviewed every two years.

Signed

Date

Teacher/Coordinator

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