



Thurlaston CE (Aided) Primary School
Teaching and living the Christian way of life

Geography Policy

Approved

Date

Review date

Geography Policy

This policy reflects Thurlaston CE Primary School's values and philosophy as regards the teaching and learning of Geography. Geography is a subject which helps to develop children's understanding and appreciation of the world that we live in – both the physical world we live in and how humans have changed and adapted this environment.

Aims and Objectives

The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase 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;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- To provoke and answer questions about the natural and human world.
- To develop knowledge of places and environments throughout the world.
- To inspire pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.
- To focus on understanding and resolving issues about the environment and sustainable development, both at a local and global level
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Teaching and Learning Style

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. Wherever possible, we involve the children in 'real' geographical activities. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

Geography Curriculum Planning

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 built into the long term curriculum map, based on the National Curriculum. We offer them an increasing challenge as they move up the school.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

By the end of Key Stage 1, most children will be able to:

- describe the main features of localities and recognise their similarities and differences;
- recognise where things are and why they are as they are;

- recognise changes in the environment of localities and how people affect that environment;
- find out, and express views, about people, places and environments by asking and answering questions, and by using their own observations and other geographical skills and resources.

By the end of Key Stage 2, most children will be able to:

- explain the physical and human characteristics of places and their similarities and differences, and know the location of significant places and environments in the UK, Europe and the world.
- explain patterns of physical and human features and recognise how selected physical and human processes can cause changes in the character of places and environments;
- describe how people can damage and improve the environment and recognise how and why people may seek to manage environments sustainably;
- undertake geographical enquiry by asking and responding to questions, identifying and explaining different views, and using a range of geographical skills, resources and their own observations.

Teaching Geography to children with SEN

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about geography.

Assessment

Teachers assess children's work in geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning targets from the national curriculum. This allows the teacher to make termly assessments of attainment and progress for each child, which are given to the subject co-ordinator for monitoring progress through the school.

Resources

We have resources and equipment in our school to be able to teach all the geography units from the national curriculum. These include maps, posters, videos, worksheets, globes and artefacts. The library contains a variety of books and atlases relating to the units of work; however use will be made of the Leicestershire Library Service in order to borrow relevant topic boxes during the appropriate term.

Every effort will be made to incorporate the local environment into our geographical study and invite guests to speak. Increasing use of ICT will be made to support and enhance units of work eg. Use of the Internet for research and E-mail links with people in distant places.

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. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site and beyond.

Health and Safety

Health and safety is paramount in all that we do. Risk assessments are undertaken for all activities whilst activities involving fieldwork or off-site visits comply with our Health and safety policy.

Monitoring and Review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school and conducting yearly pupil interviews.