

LITTLE KINGSHILL COMBINED SCHOOL

Geography Policy



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GEOGRAPHY POLICY

THE IMPORTANCE OF GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. (New Primary Curriculum 2013)

Aims

In accordance with the New Primary Curriculum, teaching at Little Kingshill Combined School aims to:

- help pupils to make sense of their surroundings and gain a better knowledge and understanding of the world in which they live, both human and physical
- develop competency in the geographical enquiry skills needed to collect, analyse and communicate a range of data that deepens their understanding of geographical processes.
- develop a sense of responsibility towards the quality of the present and future environment

Objectives

The study of geography will be made through:

- introducing pupils to geographical enquiry
- developing a sense of responsibility for the care of the earth and its people
- appreciating the significance of people's beliefs, attitudes and values of cultural, social, economic and political issues relating to place, space and environment
- learning about some of the characteristics of the earth's major physical systems - its landforms, weather and climate, hydrological and ecological systems and their interaction
- making and interpreting maps, using information technology and carrying out fieldwork
- to develop an awareness of self in relation to immediate surroundings i.e. home, school and locality

Organisation and Management

- Geography is taught through relevant year group units, based on the New Primary Curriculum in both Key Stage 1 and Key Stage 2. QCA units will continue to be used where appropriate.
- However, pupils will have the opportunity to learn about geography from a variety of sources.

- At the Foundation Stage, geography is taught as part of *'The World'* focus within the *'Understanding our world'* area of learning of the Early Years Foundation Stage curriculum (2012)

Teaching and Learning Strategies

We aim to use a range of teaching strategies, which emphasise a strong element of enquiry and involve pupils in active learning which include:

- discussion about particular issues and topics.
- debate and the expression of views and attitudes.
- undertaking enquiries and decision making activities.
- factual knowledge passed on by the teacher and significant others.
- use of books, maps, atlases and globes.
- visits within the locality and field study centres.
- use of Information Communication Technology.

Children are involved in aspects of fieldwork and collection of information within their local area. Through such investigation we hope to promote children's knowledge and understanding about the environment and their place in it.

Developing Key Skills

Throughout the Schemes of Work, we concentrate upon the knowledge, skills and understanding outlined in the Programmes of Study for each Key Stage. Our use of the QCA schemes of work gives us ways of developing progression in these skills.

Cross Curricular Links

Obvious links exist with History, Science, Numeracy, Literacy, Art and Design and Technology and ICT and, where appropriate, these are planned into the schemes of work.

Assessment

Assessment is continuous and a significant part is carried out by the teacher as a necessary part of everyday work in the class. Assessment is based on oral, practical and written activities and is used to inform planning.

The learning outcomes in the QCA schemes of work show how children might demonstrate what they have learnt. They also include end-of-unit expectations which provide broad descriptions of achievement and will help teachers decide how individual pupils are progressing.

Monitoring and Evaluation

Geography is monitored and evaluated by staff in all year groups at regular intervals during the school year:

- by the class teacher as part of their evaluation of the teaching and learning within the class
- as part of the end of term evaluation of medium term plans
- by the subject leader through reviewing medium term plans and collecting samples of children's work
- by governors through meetings with the subject leader and also through visits where appropriate and in accordance with the School Development Plan

Inclusion

All children have access to the geography programmes of study and some tasks will be modified or extended depending on the individual child or group.

The methods of delivery and use of visual material, including artefacts, story and a range of text free resources, such as pictures, picture maps, photographs and videos, ensure that children with special educational needs will be able to access a range of geographical experiences. Pupils are set open-ended investigations that enable high achieving learners to tackle more complex and demanding issues.

Teachers need to be aware that geography involves the study of other cultures and care should be taken that any images presented are not stereotypes. Teachers should plan activities and use case study examples that appeal to and engage all children in the classroom.

In older year groups however, teachers could productively use stereotypical images in order to generate a discussion and critique about the problematic and reductive nature of singular narratives about people and culture groups, that can be perpetuated by such stereotypes.

Health and Safety

If children undertake practical activities or visits they will be taught about potential hazards, risks and risk control.

Suitable adult helpers, who are CRB checked, are used to supervise groups of children during geography out-of-school visits, with the teacher retaining responsibility for both learning and safety. A risk assessment will be written by the leader. This is in line with the Educational Visits policy.

Resources

Each year has access to a globe and atlases relevant to their age group.

Other resources for the teaching of geography are kept in Year group classrooms.

Relevant information books can be found in the library.

Resources will be audited, evaluated and replenished where necessary on a regular basis to ensure they are updated and relevant.

