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**Geography Policy**

**1 Aims and objectives**

1.1 Geography teaches an understanding of places and environments. Through their work

in geography, children learn about 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 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 of teaching geography in our school 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 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,

ICT, 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 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. 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 ICT in geography lessons

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 environmental problem, or use of

the Internet to investigate a current issue.

Geography Policy

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 which are open-ended and can have a variety of responses;
* setting tasks of increasing difficulty;
* 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 The school uses the New National Curriculum as the basis of its curriculum planning,

enriched with the QCA where necessary. The scheme has been adapted to the local

circumstances of the school in that we make use of the local environment in our

fieldwork and we also choose a locality where the human activities and physical features

provide a contrast to those that predominate in our own immediate area.

3.2 Our curriculum planning is in three phases (long-term, medium-term and short-term).

Our long-term planning maps the geography units studied in each term during each key

stage. The subject leader devises this plan in conjunction with teaching colleagues in

each year group. In some cases we combine the geographical study with work in other

subject areas, especially at Key Stage 1. In other cases we arrange for the children to

carry out an independent geographical study.

3.3 Our medium-term plans give details of each unit of work for each term. Each class

teacher is responsible for writing the short term plans for each lesson. These plans list

the specific learning objectives and expected outcomes of each lesson. The subject

leader reviews these plans. In this way we ensure that children have complete coverage

of the National Curriculum.

3.4 We plan the topics in geography so that they build on 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 scheme of work, we offer them an increasing

challenge as they move up the school.

**4 The Foundation Stage**

4.1 We teach geography in reception classes as an integral part of the topic work covered

during the year. As the reception class is part of the Foundation Stage of the National

Curriculum, we relate the geographical aspects of the children’s work to the objectives

set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for

children aged three to five. 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, or investigating what makes a ‘good’ playground.

**5 The contribution of geography to teaching in other curriculum areas**

5.1 English

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. We

ensure that some of the texts that we use in the literacy hour are geographical in nature.

Geography Policy

This is because we believe that these activities develop the children’s speaking and

listening skills; reading skills and writing abilities.

5.2 Mathematics

The teaching of geography in our school contributes to children's mathematical

understanding in a variety of ways. We teach the children 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 graphs to explore, analyse and illustrate a variety

of data.

5.3 Personal, social and health education (PSHE) and citizenship

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, children study the way people recycle

material, and how environments are changed for better or for worse. Secondly, the

nature of the subject means that children have the opportunity to take part in debates

and discussions. We allow them to organise campaigns on matters of concern to them,

such as helping the poor or homeless. Thus geography in our school promotes the

concept of positive citizenship.

5.4 Spiritual, moral, social and cultural development

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 possible inequalities and injustices 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 towards 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 wrong by raising many moral questions

during the programme of study.

5.5 Cross-curricular teaching of geography

Geography may be taught in a cross-curricular approach across a range of subjects in

order to enhance the knowledge and understanding of the world nature of the subject.

The teaching of scientific skills or knowledge may not always be through a ‘geography’

lesson.

**6 Geography and ICT**

6.1 Information and communication technology enhances the teaching of science in our

school significantly, because there are some tasks for which ICT is particularly useful. It

also offers ways of impacting on learning which are not possible with conventional

methods. Software is used to animate and model geographical concepts, and to allow

children to investigate processes which it would be impracticable to do directly in the

classroom. Children use ICT to record, present and interpret data, to review, modify and

evaluate their work, and to improve its presentation. Children learn how to find, select,

and analyse information on the Internet and on other media.

Geography Policy

**7 Geography and inclusion**

7.1 At our school we teach geography to all children, whatever their ability and individual

needs. Geography forms part of the school curriculum policy to provide a broad and

balanced education to all children. Through our geography teaching we provide learning

opportunities that enable all pupils to make good progress. We strive hard to meet the

needs of those pupils with special educational needs, those with disabilities, those with

special gifts and talents, and those learning English as an additional language, and we

take all reasonable steps to achieve this. For further details see individual whole-school

policies: Special Educational Needs; Disability Non-Discrimination; Gifted and Talented;

English as an Additional Language (EAL).

7.2 When progress falls significantly outside the expected range, the child may have special

educational needs. Our assessment process looks at a range of factors – classroom

organisation, teaching materials, teaching style, differentiation – so that we can take

some additional or different action to enable the child to learn more effectively.

Assessment against the National Curriculum allows us to consider each child’s

attainment and progress against expected levels. This helps ensure that our teaching is

matched to the child’s needs.

7.3 Intervention through School Action and School Action Plus will lead to the creation of an

Individual Education Plan (IEP) for children with special educational needs. The IEP may

include, as appropriate, specific targets relating to geography.

7.4 We enable all pupils to have access to the full range of activities involved in learning

geography. Where children are to participate in activities outside the classroom, such as

a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the

activity is safe and appropriate for all pupils.

**8 Assessment for learning**

8.1 Children demonstrate their ability in geography in a variety of different ways. Younger

children might, for example, dress up in costumes from different parts of the world,

whilst older pupils might produce a PowerPoint presentation based on their

investigations of different sources of energy. 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.

8.2 We assess the children’s work in Geography while observing them working during

lessons. Geography is assessed in accordance with the school’s assessment policy. This

enables the teacher to make an annual assessment of progress for each child, as part of

the child’s annual report to parents. We pass this information on to the next teacher at

the end of each year.

8.3 The subject leader keeps samples of the children’s work in a portfolio which shows the

expected level of achievement in geography in each year of the school.

**9 Resources**

9.1 We have sufficient resources for all geography teaching units in the school. We keep

these in a central store, where there is a box of equipment for each unit of work. We

also keep a collection of geography equipment and a set of atlases for both key stages.

Geography Policy

**10 Fieldwork**

10.1 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.

10.2 All of the children will carry out investigations into the local environment, and we give

them opportunities to observe and record information around the school site. We also

offer the Year 6 children the opportunity to take part in a residential visit to The Isle of

Wight in order to study a contrasting UK Locality.

**11 Monitoring and review**

11.1 The monitoring of the standards of children’s work and of the quality of teaching in

Geography is the responsibility of the subject leader. The work of the subject leader also

involves supporting colleagues in their teaching, being informed about current

developments in Geography and providing a strategic lead and direction for this subject

in the school. The subject leader reviews and evaluates the action plan, budget and

planning annually.

11.2 This policy will be reviewed at least every two years.