



# **CHRISTIAN MALFORD C of E PRIMARY SCHOOL**

## **Geography Policy**

**Approved:** 19<sup>th</sup> March 2015

**Due for review:** March 2018

## 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 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 National curriculum for geography aims to ensure that all pupils:

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes;

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time;

Are competent in geographical skills needed to:

Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes;

Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS);

Communicate geographical information in a variety of ways through maps, numerical and quantitative skills and writing at length.

### 2 Teaching and learning style

2.1 We use a variety of teaching and learning styles in our geography lessons. We use 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 IT 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, e.g. research of the local environmental.

2.2 We recognise the fact that there are children of widely different ages and 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 common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;

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- 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 National Curriculum for Geography as the basis for our curriculum planning. A whole school curriculum plan outlines when the different areas of the geography curriculum are taught. This is a four year rolling plan to ensure that our children meet all areas of the geography curriculum during their time in school. It is necessary due to our mixed aged classes.
- 3.2** The class teachers are responsible for their own medium and short term planning.

### **4 Early Years Foundation Stage**

- 4.1** We teach geography in the reception year as an integral part of the topic work covered during the year. We relate the geographic side of the children's work to the objectives set out in the EYFS curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to developing a child's knowledge and understanding of the world.

### **5 The integration of computing into geography**

- 5.1** Children use computing in geography to enhance their skills in data handling and in presenting written work, and they research information using the Internet. Children have the opportunity to use the digital camera and ipads to record and use photographic images.

### **6 Teaching geography to children with special needs**

- 6.1** 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. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children.

### **7 Assessment and recording**

- 7.1** We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Progress and children's attitude to learning in geography is reported to parents on the annual report.
- 7.2** The geography subject leader keeps samples of the children's work in their subject leader's file.

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### 8 Resources

- 8.1 We have sufficient resources in our schools to be able to teach all the geography areas. We keep a collection of geography equipment which the children use to gather weather data, and a set of atlases for both key stages. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research. We also use the Wiltshire Lending Library to supplement our resources.

### 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 geographical research and enquiry.

### 10 Monitoring and review

- 10.1 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. We may allocate time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

### Policy review

The review cycle for this policy is every three years.

This policy was agreed by the Local Board, Headteacher and staff at Christian Malford Primary School on 19<sup>th</sup> March 2015 and is due for review by March 2018.

Signed: ..... Chair of Local Board