

# **Lewknor C of E Primary School**

## **Geography Policy**

**March 2016 – Review March 2019**

### **Introduction**

At Lewknor Church of England Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy reflects the School's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with staff and governors.

### **Philosophy**

Geography is an essential part of the curriculum. It provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the earth and its people through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of geography would be difficult without acknowledging the future of our planet. The geography curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

### **Subject Aims**

Our aims for geography are to:

- stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places
- 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
- provide learning opportunities that enthuse, engage and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them
- encourage a commitment to sustainable development and an appreciation of what 'global citizenship' means
- make sense of their own surroundings through learning about their own locality and the interaction between people and the environment
- develop geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry

- be able to apply map reading skills to globes and atlas maps and identify geographical features
- formulate appropriate questions, develop research skills and evaluate material to inform opinions
- enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge

### **Curriculum**

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

We are concerned with the process of geography activities as well as the product; therefore it is important to list the skills, concepts and attitudes that the child should develop.

### **Early Years**

Geography is taught in Reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpins the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a 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.

### **Key Stage 1**

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### **Key Stage 2**

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT.

### **Links to the Curriculum**

As well as making its own distinctive contribution to the curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximised.

### **English**

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, when making notes and following instructions. Pupils need

to communicate in ways appropriate for the task and audience, for example writing to a newspaper about a local issue.

Discussion, drama and role-play are aspects of the programmes of study as children develop an understanding of different viewpoints and perspectives. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork.

### Mathematics

Opportunities occur for children to apply their mathematical skills when analysing data, reading maps, plans, thermometers and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

### History

There are close links between the two subjects. A study investigating how an aspect of the local area has changed over a long period of time, or how the locality was affected by a significant national or local event, will link both history and geography. As children study British, European and World History, they use and develop their mapping skills and learn the location of places.

### Art

There are close links between these subjects. Geography creates an abundance of material to use in art, for example flora and fauna, landscapes, maps. Children also develop an understanding of different places and cultures through their work on artists, designers and craftspeople.

### ICT

The use of ICT can help children's learning in geography, providing access to unlimited information. Geographical skills can be developed when using mapping programmes on the internet. Databases, weather charts, satellite images, tourist information and the latest news of events from around the world can be accessed through the Internet. Children use ICT in geography to enhance their skills in data handling, in presenting written work and by using equipment to record their work in the form of digital cameras, camcorders etc. There are also possibilities for sharing work with other schools in the immediate locality, the UK and abroad.

### Spiritual, Moral, Social and Cultural Development

- **Spiritual development:** Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.
- **Moral development:** Pupils are taught to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

- **Social development:** Pupils are taught to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.
- **Cultural development:** By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

### **Progression and Continuity**

The activities in geography build upon the prior learning of the children. Within our scheme of work, learning activities are sequenced to ensure continuity and progression. Whilst we give children of all abilities the opportunity to develop their skills, knowledge and understanding, we have in place a skills continuum which ensures continuity and progression so that there is an increasing challenge for the children as they move up through the school. Teachers use the skills continuum to informally keep track of coverage as well as progression.

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We believe children learn best when they:

- have access to, and are able to handle artefacts
- can ask as well as answer geographical questions
- go on visits to places of interest
- have the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage
- use IT in geography lessons where this serves to enhance their learning
- use roleplay and discussions to act out geographical situations
- present reports to the rest of the class
- engage in a wide variety of problem-solving activities
- are involved in 'real' geographical activities, e.g. research of a local environmental problem, visiting relevant sites and carrying out fieldwork

We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and / or support from peers or adults.

### **Geography curriculum planning**

Geography is taught through a topic approach. Our curriculum is carefully planned over a two year cycle to engage and excite all our learners, in order to provide the school with a world class curriculum. It is the driving force for our planning. Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. All plans can be viewed on the school website.

Year Group	Cycle One	Cycle Two
Reception	⇒ In topic based activities children learn about similarities and differences in relation to places, objects and living things	
Infants Years 1 & 2	⇒ Weather related to seasons ⇒ Pirates related to continents	⇒ Oceans and seas of the world
Lower Juniors Years 3 & 4	⇒ UK map regions ⇒ Settlements & land use ⇒ Compass points ⇒ Natural disasters ⇒ European study ⇒ Italy/France/Germany	⇒ Settlements related to Anglo-Saxons and trade ⇒ Rainforests ⇒ The water cycle ⇒ Contrasting the local area with Egypt
Upper Juniors Years 5 & 6	⇒ Locational knowledge of British Isles ⇒ Rivers & mountains ⇒ Mapping, orienteering, co-ordinate skills	⇒ South America – landscape and climate. Compare with a region in the U.K ⇒ UK mapping skills ⇒ Extending to six figure reference to include non-U.K countries

### Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking, the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation, self-assessments (children are encouraged to make personal assessments of their own work through evaluating activities and identifying what they need to improve), traffic-lighting to show achievement against objectives and success criteria, the use of talk partners and end of unit teacher/pupil evaluation. Through these, both children and adults are able to recognise the progress being made.

### Assessment and Recording

Assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible.

### Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through a book scrutiny and lesson observations.

### Roles and Responsibilities

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the Headteacher.

**Health and Safety**

Visits and fieldwork are an essential part of the geography curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe. Any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. Please see the Policy on Educational Visits for detailed information.

**Resources**

All staff are responsible for maintaining geography resources; there is a range of age appropriate resources to support the teaching of geography across the school. We have a wide range of text books, such as atlases and access the internet as a class.

Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.