

Palace Wood Primary School

Geography Policy



Palace Wood Primary School

Written by	Clare Kyte
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Signed – Headteacher	

This policy has been impact assessed by Clare Kyte in order to ensure that it does not have an adverse effect on race, gender or disability equality

Geography Policy Document **Palace Wood Primary School**

Introduction

This policy outlines the teaching, organisation and management of Geography taught and learnt at Palace Wood.

The policy has been drawn up as a result of staff consultation and has the full agreement of the Governing Body. The implementation of this policy is the responsibility of all teaching staff. The responsibility for monitoring and review rests with the Geography coordinator in consultation with the school leadership team.

Philosophy

Geography is a foundation subject in the National Curriculum and is a valued part of the curriculum at Palace Wood Primary School. 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.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

Underpinning the geography curriculum is the Eco-schools philosophy. Within this, they learn about their impact on the environment and how they can make small changes to their everyday lives to improve its quality.

Aims

National Curriculum Aims:

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 the 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, including through maps, numerical and quantitative skills and writing at length.

Objectives

These identify how we intend to achieve the aims. They guide, through curriculum planning and our geography scheme of work, what pupils will do in the classroom.

To develop the skills which enable them to find out about places and the people who live in them, pupils will:

- undertake studies which focus on geographical questions
- undertake fieldwork using a variety of skills and techniques
- make, use and interpret maps and plans at a variety of scales
- use plans, maps, atlases and globes
- use ICT as an information source and to assist in handling, sorting and presenting evidence
- find out about a variety of real people's lives through meeting and talking with them and through using video, text and/or photographs

To develop a sense of place pupils will:

- undertake studies of places and themes in localities
- visit a variety of places so that they may share first hand sensory experiences and language of what places are like
- use a variety of up-to-date secondary sources which help them learn about the nature of a variety of other places they cannot visit

To develop an understanding in order to make sense of places, pupils will:

- find out about physical and human geographical processes through their first hand geographical enquiries, through direct teaching and through geographical written resources which both they and the teachers have chosen.

To develop and 'informed concern' about environmental relationships and issues, pupils will:

- think about and discuss ways environmental, social and political issues have influenced the character of places and continue to influence the way places are changing
- engage in learning activities, for example role play, which explore the significance of people's beliefs, values and attitudes on the geography of the world in which they live

To develop a sense of their own identity pupils will:

- carry out geographical studies about the nature of familiar places to which they belong and about their own role within those places
- find out some of the ways that they are connected and linked with other places and people, and the inter-dependence of peoples throughout the world
- engage in learning activities which reinforce the development of positive values and attitudes towards other people and towards the world on which they depend
- have the opportunity through visits and/or the use of visual materials to be amazed at the qualities of natural and human-influenced landscapes

Principles in teaching and learning

Equal opportunities

- We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability.
- We use material for teaching which avoids stereotyping, and bias, towards gender or role.
- We deal with such issues clearly and sensitively when they arise

Differentiation and SEN

We use a range of strategies to support pupils. A few of these, particularly relevant to geography are listed below:

- An adult to accompany pupils with aural or visual impairment on visits and fieldwork
- Use of large scale maps where required
- Awareness of the problem colour keys provide for blind pupils
- The use of several levels of difficulty of vocabulary in class lessons by the teacher

For our able pupils we expect:

- a greater range of resources to be used
- extension tasks to be provided
- greater independence in working

Breadth and Balance

Our scheme of work is based on the geography National curriculum programmes of study. We teach the key aspects of each unit of work in our scheme.

In the Foundation Stage geography is linked to the six areas of learning; with particular relevance to the area about knowledge and understanding of the world.

In Key stages 1 and 2 we can teach blocked units of varying lengths accommodating cross curricular themes where appropriate.

Some aspects of geography like weather identification/measurements and atlas work related to topical issues will be ongoing as the need arises.

Continuity and progression

Geographical skills are identified in the scheme of work and are the methodology for teaching and learning about the subject. For example, map skills are not taught in isolation but always relate to real places.

Variety

Pupils will be engaged in active learning based around the development of geographical enquiry and its relevant information finding and analysis skills, as expressed in our aims and objectives.

We want pupils to be able to:

- ask geographical questions
- collect data through fieldwork and/or classwork to help answer these questions
- process this data
- present their findings
- comment and reflect on their findings accurately
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Fieldwork, role play activities, direct teaching, the use of ICT to process data and retrieve information, and the use of high quality, up to date colour visual resources are particularly important strategies. We encourage pupils to record their work using maps and use careful observations to influence diagrams, drawings, graphs and writing.

Relevance

We use our pupils' own geographical experiences to involve and motivate them.

We use topical events in a geographical way (e.g. pupils' holiday destinations, global or continental sporting events, natural disasters, environmental issues and people's responses to them).

We motivate pupils to learn about other people's cultures through relating to the children's lives, visiting adults and using artefacts.

Cross-curricular links

- English (including literacy) – geography is an excellent subject for promoting speaking and listening, reading and writing.
- Maths (including numeracy) – our field work investigations develop data handling and graphing skills. The spatial dimension of mapwork is mathematical too, through direction and location work.
- ICT – data handling, information retrieval and Internet use. Some objectives explicitly develop social, moral, cultural and spiritual education.
- Environmental education and Citizenship are integral to the subject. This coupled with the Eco-schools programme means the children will become more aware of their impact on the world.

Assessment, recording and reporting

- Teacher's refer to The National Curriculum expectations and the key objectives set for each unit of work to help them with planning for assessment
- Summative assessment tries to focus on the key stage aims and attainment targets for Geography set out in the National Curriculum. Progress in the use and application of skills, including enquiry, is the key focus of summative assessment.
- In each year teachers assess progress towards the learning objectives they have set pupils and shared with them, and use their judgment to adjust future work or set targets.
- We use both formative and summative assessment, related to the key stage aims and attainment targets for Geography set out in the National Curriculum to help us with wording our end of year reports to parents.

Health and Safety

Please refer to the school Health and Safety Policy and Off Site Activities Policy. Hazard perception is crucial for geographical visits as is the usual level of risk assessment. We must walk our route or visit distant sites to assess potential hazards and plan how to deal with them. Pupil supervision guidance must be followed.

Management and administration

The subject leader leads the maintenance and development of the subject.

Alongside the SLT, the subject leader is responsible for assuring quality and standards in the subject by:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary
- Acting as a consultant to colleagues on resources, fieldwork possibilities, curriculum changes, classroom teaching ideas
- Monitoring and evaluating pupils' work, teacher's planning and (when the school improvement plan requires) classroom teaching.

Resourcing

The subject leader holds the budget for the subject, in line with the subject action plan and school improvement plan.

Resources that are needed by all year groups are centrally stored.

The outcome of monitoring, evaluating and the annual subject review will prioritise the needs for renewing and/or adding to resources and meeting staff's identified personal development and training needs.