



## ***Policy for Geography***

### ***Statement***

*Geography provokes and answers questions about the natural and human worlds using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom.*

*As pupils study geography, they encounter different societies and cultures. This helps them to 'think globally', realise how nations rely on each other and can inspire them to think about their own place in the world and their responsibilities to the environment.*

*Through social interaction and planned practical experiences, children are able to build up an awareness and understanding of firstly their own community followed by the wider national / international environment.*

*Through a wide range of geographical experiences, children can acquire the necessary knowledge, skills, understanding and attitude needed to make sense of the varied social and physical world in which they live.*

### ***1. Aims and objectives***

*Learning is supported through questions, decision-making, research and discussion, which aims to develop:*

- *Positive attitudes of responsibility, concern and care for the Earth, its environment and its peoples.*
- *Understanding of the variety of lifestyles and peoples of the World*
- *Multicultural understanding.*
- *Knowledge of places and spatial understanding, in scales, which include local, regional, national international and global. There should be a specific study of the United Kingdom and its links with the rest of the world, especially Europe, while stressing global independence.*
- *Knowledge of the physical features and processes of the Earth.*
- *Skills and techniques, including fieldwork and maps, to carry out effective enquiry.*

*All pupils attending Laurel Avenue Community Primary School are entitled to*

*Geography education.*

*This will be fulfilled by:*

- *Geography education being taught throughout all key stages with the required amount of time given to complete the Programmes of Study.*
- *Ensuring that the curriculum is broad and balanced, relevant, progressive and planned, providing continuity in the development of knowledge understanding and skills.*
- *allowing for individual development*
- *Pupils being able to use primary and secondary evidence and experiencing fieldwork on, around and away from school.*
- *Pupils being given the opportunity to use enquiry, discussion and debate through individual and collective work, to consider evidence and reflect different perspectives.*

*In providing a wide range of meaningful geographical experiences all pupils at Laurel Avenue Community Primary School will have the opportunity to:*

- *Take an active part in their world having political, economic and social awareness.*
- *Appreciate the similarities and differences in lifestyles of the people of the world.*
- *Develop positive attitudes towards the care of physical, human and environmental aspects of the Earth.*

## ***2. Teaching and learning style***

*Laurel Avenue Community Primary School uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the pupil's knowledge, skills and understanding in geography. We do this best through a mixture of whole-class teaching and individual/group activities. Pupils also have the opportunity to use a wide range of equipment and resources, including ICT.*

*We recognise the fact that we have pupils of differing ability in all our classes and so we provide suitable learning opportunities for all by matching the challenge of the task to the ability of the pupil. We achieve this through a range of strategies:*

- ◆ *setting common tasks that are open-ended and can have a variety of responses;*
- ◆ *setting tasks of increasing difficulty where not all children complete all tasks;*

- ◆ *grouping pupils by ability and setting different tasks for each group;*
- ◆ *providing a range of challenges with different resources;*
- ◆ *using additional adults to support the work of individual pupils or small groups.*

### **3. Geography Curriculum Planning**

*At Laurel Avenue Community Primary School, we use Chris Quigley's 'Essentials Curriculum' as the basis for our curriculum planning in Geography. We use the levelled skills and objectives, linking them to the topics for each Key Stage; Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2.*

*We carry out the curriculum planning in Geography in three phases: long term, medium term and short-term.*

*Our long-term plan maps out the themes covered in each term during each Key Stage.*

*Our medium-term plans give details of each unit of work for each term. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term.*

*We plan the learning and skills development in Geography so that they build upon the prior learning of the children. While we give pupils of all abilities opportunity to develop their skills, knowledge and understanding, we build planned progression into the scheme of work, so that there is an increasing challenge for the pupils as they move up through the school.*

#### ***The Foundation Stage***

*We encourage child-initiated, investigative and questioning work in the Foundation Stage as this is part of the Foundation Stage of the National Curriculum. We relate the geographical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five. The children's learning includes opportunities to explore and make sense of their world. The range of experiences encourages children to make connections between one area of learning and another and so extends their understanding of the world around them. We provide a rich environment in which we encourage and value inquisitiveness. Children experience a wide range of activities that they respond to, using the various senses. We give them the opportunity to work alongside children and other adults. The activities that they take part in are stimulating, challenging and enjoyable.*

#### **4. The contribution of Geography to teaching in other curriculum areas**

##### **Literacy**

*Explicit opportunities are planned into Geography to allow pupils to develop and apply their Literacy skills in a cross-curricular way e.g. reports, descriptions and other non-narrative forms of writing.*

##### **Mathematics**

*Explicit opportunities are also given for pupils to develop their Mathematical skills, becoming 'Mathletes', in Geography. Areas of maths such as Statistics, Measure and Number are developed through the use of real life contexts with the geography programmes of study.*

##### **Computing**

*Computing is a vehicle for delivering Geography and developing ICT skills and aids the delivery of geographical skills, through a planned approach. The pupils will have the opportunity to use ICT for presentation of literacy and mathematical work within Geography as well as within the presentation of projects using packages such as Word and Power point. The use of the internet will allow the pupils to access a wealth of information both planned and during their own research and they will have access to maps and images of places through, for example Google Earth, which will effectively bring the world into the classroom. I-pads and Logit boxes allow pupils to record fieldwork observations such as sound, light and images.*

##### **Personal, social and health education (PSHE)**

*Geography contributes to the teaching of some elements of personal, social and health education and citizenship. Pupils discuss how they feel about issues affecting their local area and national and international concerns such as littering, graffiti, population growth and climate change.*

##### **Spiritual, moral, social and cultural development**

*The teaching of geography offers opportunities to support the social development of our children through the way we expect them to work with each other in lessons and show understanding of the diversity of cultures studied.*

*Groupings allow pupils to work together and give them the chance work as part of a team, co-operatively gathering and presenting research and data. Their work in general helps them to develop a respect for the abilities of other pupils and encourages them to collaborate and co-operate across a range of activities and experiences. Pupils*

*learn to respect and work with each other and with adults, thus developing a better understanding of themselves. They also develop an understanding of different cultures and places through studies on a variety of levels from local to international.*

### **5. Teaching Geography to Pupils with Special Educational Needs including the More Able**

*At Laurel Avenue Community Primary School 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 enable all pupils to make progress. We do this by setting suitable learning challenges and responding to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected standards. Pupils who display particular skills within geography are identified and listed in the school's 'More Able' register. These pupils are closely tracked and are given opportunities to participate in wider areas of study.*

### **6. Assessment and Recording**

*We assess pupils' work in geography whilst observing them working during lessons. Teachers record the progress made by pupils against the learning objectives within the Chris Quigley Milestones. Each area of learning is assessed by the teacher at the end of the unit. At the end of each term a judgement is made by teaching staff within each of the three areas of learning, as to whether each child is working at a basic, advancing or deep level. Numerical scores ranging from 1-6 are given, allowing progress as well as attainment to be closely monitored.*

*At the end of each Milestone, we make a judgement against the National Curriculum expectations as to whether they have met national expectation, have not met national expectation or have exceeded national expectation.*

*This information is used by the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. This information is also passed on to the next teacher. The geography subject leader monitors standards of pupils' work. This demonstrates what the expected level of achievement is in geography in each year of the school.*

### **7. Resources**

*We have a wide range of resources to support the teaching of geography across the school. The more specialised equipment in a central located in the art area between Classes 1 and 2.*

## **8. Geography events**

*European Day of Languages.*

*Cultural weeks*

*Specific projects such as Go Getters*

*Bright Sparks worked with Geography Students from Durham University.*

*Range of educational visits.*

## **9. Monitoring and review**

*The monitoring of the standards of pupils' work and of the quality of teaching in geography is the responsibility of the geography subject leader. The work of the subject leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A school governor with the responsibility for geography provides challenge and monitors teaching and learning through regular meetings with the coordinator.*

## **10. Equal opportunities**

*The teaching of Geography is in accordance with the present policy for Equal opportunities, and is an ideal vehicle for delivering the message of equality and diversity.*

*Signed:*

*Chair of Learning, Teaching and Achievement Committee*

*Signed:*

*Co-ordinator*

*Reviewed: April 2018*

*Review Date: April 202*