



Lingham Primary School Geography Policy



This policy was updated and reviewed by Samantha Davey. September 2014.

Definition of Geography

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 their own surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Aims

In the Foundation Stage children develop crucial knowledge, skills and understanding that help them to make sense of the world and form the foundation for geographical work in KS1. They will:

- observe, find out about and identify features in the place they live and the natural world.
- find out about their environment, and talk about those features they like and dislike.
- create simple maps, plans, paintings, drawings and models of observations of the area and imaginary landscapes.
- use role play and imagination to explore cultural differences and similarities.
- link their exploration to the geographically based elements of the Foundation stage Curriculum

At Key Stage 1, geography is about developing knowledge, skills and understanding relating to the children's own environment and the people that live there, while developing an awareness of the wider world.

Children will:

- Develop geographical skills through fieldwork, observations and a range of maps.
- Be able to describe and compare places near and far using geographical vocabulary.
- Appreciate both the human and physical characteristics of places.

- Evaluate man-made changes to the environment.

At Key Stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other in the wider world. Children will:

- Extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.
- Increase their awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.
- Research local, national and global issues using resources which include ICT and form opinions for debate.
- Develop an awareness of their responsibilities as Global Citizens.

Teaching and Learning

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 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 a local environmental problem or use of the Internet to investigate a current issue.

The use of a variety of enriching teaching approaches and of resources is encouraged through:-

- Teacher presentations, role play and story telling.
- Question and answer sessions, discussions and debates about topical issues.
- Individual and group research and presentations.
- Photographs, pictures, maps and globes.
- Well stocked Topic Boxes for each area of the geography curriculum.
- ICT- interactive white board and internet resources, video, CD ROMS, TV and other visual and audio resources.
- Fieldwork, visitors and visits to places of geographical interest especially in the local area.
- Special events devoted to issues such as Water, Fairtrade, Africa, Education, Black History Month, Freedom and other Rights.

Emphasis is placed on the development of enquiry skills and empathy, as well as on factual knowledge. A creative approach to the geography curriculum by both teachers and children is encouraged. Links are recommended between Geography, Citizenship, English, Science, Technology and other curriculum areas wherever possible. A cross-curricular / combined units approach, which is now recommended, is encouraged. This makes it more likely that a rich humanities curriculum can be delivered, as well as providing a more creative, enjoyable approach to teaching and learning.

Equal Opportunities and Race Equality Policy

All children regardless of their race, sex, religion, religious belief or ability will be given equal opportunities to develop their knowledge, skills and understanding of Geography.

During the study of other places similarities between the lifestyles of others and that of ourselves are drawn and negative or purely stereotypical or exotic images are challenged.

Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities.

Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development.

During the study of economic development children are made aware of underlying inequalities in power, influence, benefits and advantages, both physical and economic.

Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

Health and safety

Fieldwork and site visits are an important part of Geographical work and school health and safety guidelines will be adhered to at all times.

Assessment

During the planning stage clear learning objectives are set and opportunities for assessment are identified. Assessments are recorded in line with school policy. The curriculum coordinator collects examples of children's work in a portfolio. Class teachers keep the children's work in their topic books.

Roles and responsibilities

It is the role of the Geography co-ordinators, under the guidance of the Head teacher:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Geography and carry out INSET when required.
- To monitor and update resources and draw up a budget.

Role of the class teacher

- To ensure progression in the acquisition of geographical skills with due regard to the National Curriculum for geography.
- To develop and update skills, knowledge and understanding of geography.
- To identify inset needs in geography and take advantage of training opportunities.
- To keep appropriate on-going records.
- To plan effectively for geography, liaising with coordinator where necessary.

Monitoring and Review

The HT and SLT are responsible for monitoring the standard of the children's work and quality of teaching in Geography. The geography subject leader is responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and monitoring teaching and learning through work scrutiny. The geography subject leader gives the HT an annual review and action plan for the next year in which she indicated areas for further improvement and development.

This policy will be reviewed in January 2015, in line with the new curriculum.