



GEOGRAPHY POLICY

“A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.”

The National Curriculum, 2013.

Rationale

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. It provides a discipline, which prepares pupils for adult life and helps them realise how nations, through natural tragedies, rely on each other. It provides an inspiration for sustainable development, safeguarding the environment and the responsibilities of each human being to do this.

In teaching geography at West Park, we will build on the wide geographical experiences of many of the children. Children will have already developed a view of the world based on first hand experience in the home locality, together with glimpses of the wider world through travel, television, books and ICT sources.

Our geography aims to build on these various experiences and to provide a framework to meet the children's growing curiosity about places in the world.

Aims

- We aim to stimulate pupil's interest in their surroundings and the variety of physical and human conditions on the Earth's surface.
- To promote a visible learning environment where children are challenged, encouraged to be feedback seekers and reflect and evaluate work.
- To foster their sense of wonder and beauty of the world around them and provide opportunities to deepen their understanding of the interaction between physical and human processes and of the formation and use of landscapes and environments.

- To help them to develop an informed concern about the quality of the environment and the future of human habitats.
- To enhance their sense of responsibility for the care of the Earth and its people.
- Develop the relevant geographical skills to enable them to analyse, interpret and communicate geographical information in a variety of ways.

Planning

Long term planning is undertaken in line with the new National Curriculum guidelines. Alongside this, we use the Collins Primary Connected Geography scheme to support our planning as it follows a skills based approach to teaching and learning. It shows how all the teaching units are distributed across the years of both key stages, in a sequence that recognises and promotes the progression of geographical skills.

Our medium and short term planning is shown on the agreed format used at West Park. It identifies learning objectives including specific geography skills, cross-curricular links, resources, activities, differentiation and an evaluation of every lesson.

Teaching and Learning

Key Stage 1

At Key Stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. Children will study units to develop geographical skills in the following elements:-

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geography skills and fieldwork.

Children will develop their understanding through:

- Recognising
- Identifying
- Describing
- Observing
- Selecting
- Categorising
- Classifying
- Sequencing
- Comparing and Contrasting_____
- Recalling_____
- Reasoning/Speculating

Key stage 1 enquiries;

- What is the Geography of where I live?
- Why do we love to be beside the sea?
- How does the weather affect our lives?
- Why don't penguins need to fly?
- Why does it matter where my food comes from?
- How does the geography of Kampong Ayer compare?

Key stage 2

In Key Stage 2, children should extend their geographical knowledge and understanding whilst being taught:

- Locational knowledge
- Place Knowledge
- Human and physical geography
- Geographical skills and field work.

Children will develop their understanding through;

- Summarising_____
- Synthesizing_____
- Explaining
- Demonstrate understanding
- Empathising
- Reaching informed conclusions
- Making reasoned judgements
- Justifying
- Applying
- Evaluating
- Critiquing
- Hypothesizing

At Key Stage 2 enquires:-

Years 3 & 4

- Why do some earthquakes cause more damage?
- Beyond the Magic Kingdom
- Why do some many people in the world live in megacities?
- How and why is my local area changing?
- How can we live more sustainability?
- Why are jungles so wet and deserts so dry?

Years 5 & 6

- How do volcanoes affect the lives of people?
- What is a river?
- Why are mountains so important?
- How is climate change affecting the world?
- Why is fair trade fair?
- Who are Britains National Parks for?

Foundation

In the foundation stage, Geography is taught through the area of knowledge and understanding, which make sense of the world. The early learning goals and a sense of place provide the basis for future geographical learning.

We offer the children opportunities to learn about the world in which they live. Relevant topics and a wide range of activities enable the children to explore and ask questions about the world they live in and the natural world.

Equal Opportunities

West Park Primary School has a responsibility to promote equal opportunities for all pupils and this should run throughout the school by way of staff attitude and in the day-to-day organisation and running of the Geography guidelines.

Special Needs + Inclusion

We recognise that all children have special needs and are given the opportunity to take part in all aspects of Geography lessons regardless of their age or ability. We follow a SOLO taxonomy approach which allows all children to take part in all lessons and are effectively challenged.

The effective use of teaching assistants working with and supporting all children's needs during teaching sessions.

Effective teaching of geography should ensure that all children's' needs are being met and all children are fully included in the learning process. Teaching and learning styles are varied in order to remove any barriers to learning.

ICT

We use ICT in geography to enhance teaching and learning where appropriate. Children develop their skills in data handling, GIS, digital mapping and in presenting written work, and they research sources of information using online sources.

Ideas and resources for the use of computing will be incorporated into the medium-term planning.

Assessment, recording and reporting

Teachers will give effective feedback to pupils throughout lessons. All lessons have a visible learning environment where children are challenged, encouraged to be feedback seekers and reflect and evaluate their own work and work of their peers. Attainment trackers will support teachers in making assessments at the end of lessons.

Resources

Access to resources will be made as easy and fair as possible, with all staff being made aware of the different types and applications of resources. An audit of available resources will be carried out each year by the geography co-ordinator. Resources are kept and clearly labelled in the geography resource area located in the cloakroom outside the music room.

Geography leader

The curriculum leader for Geography will be responsible for the following aspects of Geography:-

- Assume co-ordination of the school's Geography curriculum.
- Assist in the school's drive to raise standards in the subjects by monitoring the quality of teaching and learning through classroom observations, monitoring planning, pupil's work and the examination of statutory and non-statutory assessment data.
- Maintain a sound knowledge of statutory curriculum requirements for the subjects and the requirements for assessment, recording and reporting pupil attainment and progress.
- Identifying staff training needs and organise appropriate in-service training as required.
- Ensuring that Governors are kept informed of the development and progress of the Geography Policy.
- Maintaining and updating existing policies and guidelines where necessary.
- Managing the resources available, their audit and enhancing availability through the management of the departmental budget as delegated by the Head Teacher.

Nicola Preston
Geography leader