

LANGMOOR PRIMARY SCHOOL

Geography Policy

Aims and objectives

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 efficiently 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.

The aims of geography in our school are:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- To 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.
- To 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.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To 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.

Teaching and learning style

We use a variety of teaching and learning styles, combining whole-class teaching methods and enquiry based research activities. In each key stage, children are given the opportunity to visit their local environment and examine geographical features. Other sources of information are found in books, software and carefully supervised use of the internet and allowing the children to talk about their own personal experiences of other countries which recognises the diversity of our children's heritage.

We recognise that in all classes there are pupils with widely different attainment in geography and we seek to provide suitable learning opportunities for all pupils by matching the challenge to the ability of the pupil. We achieve this by:

- Setting tasks that are open-ended and can have a variety of responses
- Setting tasks of increasing difficulty, through differentiation of work where appropriate
- Grouping pupils by attainment in the room and setting different tasks for each group
- Sitting pupils in mixed attainment groups to allow peer-modelling and sharing of skills
- Providing resources of different complexity related to tasks
- Using support staff directed towards individuals or groups

Geography curriculum planning

We use the National Curriculum as a basis for our curriculum planning in geography. We have adapted this to enable us to use local resources and to meet the needs of our pupils. We ensure that there are opportunities for all pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the curriculum so that the pupils are increasingly challenged as they move up the school.

Curriculum planning in geography is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied each term during each key stage, showing links to other areas of the curriculum; the geography subject leader works this out with teaching colleagues in each year group and the pupils study geography topics as a discrete topic or in conjunction with other subjects. In Key Stage 2 we place an increasing emphasis on independent study. We teach the knowledge, skills and understanding set out in the National Curriculum through the corresponding programme of study. The medium-term and short-term plans give details of each unit of work for each term and are produced by class teachers based on the Target Tracker statements which are linked to the statutory national requirements. The geography subject leader reviews these plans on a regular basis to ensure that our pupils have a complete coverage of the National Curriculum and do not have to repeat topics. The subject leader also ensures that differentiation for LAPs and HAPs is planned for, resources are directed and utilised and a range of activities are planned to enhance learning. Teachers can talk to the geography subject leader informally at any time for help with planning and resources.

Topics are planned to build upon prior learning. Pupils at all attainment levels have the opportunity to develop skills and knowledge in each unit.

Foundation Stage

Geography is taught through the area of development 'Understanding the World'. Pupils look at similarities and differences in different environments, animals and (scientific) things that they observe. Language is modelled and the children are guided in the provision when an adult is involved. Independent learning takes place through exploration of interest tables like habitats and how they differ from ours and play in small world areas such as forests, the arctic etc. The children are read stories to help build their language so they are equipped with the foundations of the vocabulary expected in year one.

Long-term curriculum map overview

Key stage 1	Cycle 1			Cycle 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	UK LONDON & LEICESTER – name, locate and identify the characteristics of 4 countries and capital cities of UK; key human features	Ugandan Homes – how there are different to homes in UK.	HOT AND COLD AREAS Deserts and Polar Regions 7 seas Weather and Seasons	Amelia Earhart's journey around the World Continents and Oceans Maps	Around our school – the local area <i>Map skills, keys, human and physical features of our environment</i>	Seaside places ; Isle of Struay; Barnaby Bear goes to Poole. <i>Weather patterns-NSEW, Map skills, keys, human and physical features of our environment.</i>
Key stage 2	Cycle 1			Cycle 2		
	Autumn	Spring	Summer	Autumn	Spring	Summer
	Maps and Field Work Y3/4 -UK Y5/6 – European	Physical / Human Geography – Where am I from? Y3/4 –Own project - Europe Y5/6 – Wider world	Settlements Y3/4 – Settlements and Land use Y5/6 – Distribution of natural resources, sustainability, tributary & trade links	Contrasting Locality Y3/4 – UK – Llandudno & contrast to European Country – Russia Y5/6 North or South America	Rivers Y3/4 – Overview and UK Y5/6 – Detail/Depth and the world	Angry Earth Y3/4 – Hills/Mountains Y5/6 – Volcanoes / Earthquakes

Links with other curriculum areas

Literacy

Geography contributes significantly to the teaching of Literacy in our school by actively promoting the skills of reading, writing, speaking, listening and drama. Pupils develop oracy through discussing geographical questions or presenting their findings to the rest of the class. They develop their writing ability by composing reports, letters, explanation texts and through using writing frames.

Mathematics

Geography teaching contributes to the teaching of mathematics in a variety of ways. Pupils learn to use co-ordinates and direction through map reading and comparing numbers relating to facts of physical or human geographical features such as river length or population. Pupils learn to interpret information given in a graphical or diagrammatic form.

Computing

We use computing and ICT in geography teaching where appropriate. This could be in the classroom in small groups on one computer with the IWB, in the ICT suite with the whole class using computers or using iPads in the class to support independent research. Digital cameras and iPads are used to record

geographical features in the local area or to record children's work. There are also a selection of DVDs and CD-ROMs available to support specific topics.

PSHE and citizenship, Spiritual, moral, social and cultural development

Geography contributes significantly to the teaching of PSHE. Our pupils develop self-confidence by having opportunities to explain their views on topics such as environmental sustainability. They discover and learn about the human geography of different areas of the world, including making direct comparisons to our life with that of people in other specific countries which helps to develop tolerance and respect of others.

Teaching geography to pupils with SEND

At our school we teach geography to all pupils. Geography forms part of the school curriculum policy to provide a broad and balanced education to all pupils. 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 pupil's needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expectations.

When progress fall significantly outside the expected range, the pupil may have Special Educational Needs. Our assessment process looks at arrange of factors – classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the pupil to learn more effectively. This ensures that our teaching is matched to the pupil's needs.

SEND Support Plans, where appropriate, will lead to individual targets for these pupils and class teachers will use these when planning lessons to ensure accessibility to learning for all pupils.

We enable pupils to have access to the full range of activities involved in learning geography. Where pupils are to participate in activities outside the classroom, for example to visit a place of geographical interest, we carry out a risk assessment for the activity to ensure that the activity is safe and appropriate for all pupils.

Assessment and recording

We assess pupil's work in geography by making informal judgements as we observe them during each geography lesson. On completion of a piece of work, the teacher marks the work and comments appropriately to support moving learning forward. At the end of a unit of work, the teacher adds the pupil's progress to Target Tracker. At the end of the year, this is then moderated by the geography subject leader and passed on to the next teacher. Pupils are encouraged to assess their own learning and achievement compared to at the start of the topic with the use of WILF grids.

The geography subject leader keeps samples of pupil's work in an evidence folder. These demonstrate what the level of achievement in geography is for each age group in the school.

Resources

The geography subject leader holds a budget for their subject. Resources are stored centrally, largely in geographical theme boxes. Staff have access to an audit where all resources are listed and are responsible for a correct and orderly return.

Teachers are involved in decisions about how to spend the annual budget and are kept informed of new additions

Monitoring and review

Monitoring of the standards of pupil's work is the responsibility of the geography subject leader. The work of the geography subject leader also involves supporting colleagues in the teaching of geography,

keeping informed of current developments in the subject and providing a strategic lead and directions for the subject in the school. The geography subject leader gives the head teacher regular feedback which evaluates the strengths and areas for further improvement in the subject.

Policy reviewed – October 2017