

## **GRIMOLDBY PRIMARY SCHOOL Geography Policy**

### **1 Aims and objectives**

**1.1** 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 recognize the importance of sustainable development for the future of mankind.

**1.2** The aims of geography are:

- to enable children to gain knowledge and understanding of places in the world;
- 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 allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to know and understand environmental problems at a local, regional and global level;
- to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

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

**2.1** 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 ICT in geography lessons 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.

**2.2** We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;

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- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **3 Geography curriculum planning**

- 3.1** We teach the National Curriculum objectives using the QCA schemes as a starting point for our planning, adapting them to the specific circumstances of our school and making use of the local environment in our fieldwork.
- 3.2** We carry out curriculum planning in geography in three phases (long-term, medium-term and short-term). The long-term plan maps the geography topics studied in each term during each key stage; the geography subject leader works this out in conjunction with teaching colleagues in each year group and the children study geography topics in conjunction with other subjects, especially at Key Stage 1.
- 3.3** Our medium-term plans give details of each unit of work for each term. We use our locality, field trips, and interactive whiteboards to utilise DVDs and the Internet as starting points for our topics. Children are enabled to present their work using a range of media including IT.
- 3.4** In Key Stage 1 each class teacher creates a plan for each lesson. These plans list the specific learning objectives of each lesson. In KS1 these are class lessons. In KS2 UKS2(Y5+Y6) and LKS2 (Y3+Y4) are taught together with one teacher from each stage responsible for planning and delivering appropriate activities. Teachers keep these individual plans, and discuss them with the geography leader on an informal basis.
- 3.5** We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.
- 3.6** In KS2 planning is undertaken on a four year rolling programme, utilising specific knowledge and skills of individual teachers and enabling more effective use of transport, reducing the cost of field work.

### **4 Foundation Stage**

- 4.1** We teach geography in the Foundation Stage as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years Foundation Stage (EYFS), which underpin the curriculum planning for children aged from three to five. Geography makes a significant contribution to the development of a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground. Children also learn about their local environment in and around the school.

## **5 The contribution of geography to teaching in other curriculum areas**

### **5.1 English**

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. For example, in Key Stage 1 we use the Katie Morag books by Mairi Hedderwick to develop children's knowledge and understanding in the QCA unit, 'An Island Home'. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters and produce leaflets. The topic of 'What's in the News' in KS 2 provides a starting point for writing.

### **5.2 Mathematics**

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### **5.3 Information and communication technology (ICT)**

We make provision for the children to use ICT in most geography lessons. We incorporate ICT in our geography curriculum planning at all Key Stages. Children use ICT in geography to enhance their skills in data handling and in presenting written work, they research information through the Internet, DVDs and Visual Images and use digital cameras and video recordings during fieldwork and to present their findings.

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

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

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

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through the Eco Schools project we aim to help the children to become effective citizens by encouraging them to take responsibility for the future of the environment as well as caring for the school environment. Pupils are encouraged to take ownership of the programme and become involved in monitoring and planning its progress. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their

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knowledge and understanding of different cultures so that they learn to avoid stereotyping and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### **6 Teaching geography to children with special needs**

- 6.1** At Grimoldby 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 match the needs of children with learning difficulties and we take into account the targets set for individual children in their Individual Education Plans (IEPs).

### **7 Assessment and recording**

- 7.1** We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment and pass this information on to the next teacher at the end of the year.

### **8 Resources**

- 8.1** We ensure that we have appropriate resources for our geography topics. These resources in a central store and inc KS1 each class has their own resources directed towards their specific topic area. We also keep a collection of geography equipment, which the children use to gather weather data, and a set of atlases. In the library we have a good supply of geography topic books and a range of educational software to support the children's individual research as well as maps on display around the school. We also have E Books, Big Books and access to websites to use in the teaching of Geography. Each class has a digital camera.

### **9 Fieldwork**

- 9.1** Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.
- 9.2** At Key Stage 1 we let all the children carry out an investigation into the local environment e.g farm visit and have opportunities to observe and record information around the school site. At Key Stage 2 the children complete a study of the local area. We have data logging equipment and digital cameras for use during fieldwork.

**10 Monitoring and review**

- 10.1** The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the headteacher an annual report in which she evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

**Signed: Mrs. J. C. Babb**

**Reviewed on; January 2009**

**Next Review November 2009**