



Geography Policy

Introduction

This policy outlines the purpose and leadership of the teaching and learning of geography at The Fairlawn and Haseltine Federation. A structured framework has been designed, allowing for the progression and continuity across the primary stages. The implementation of this policy is the responsibility of all the teaching staff.

Aims and objectives

The aims of our geography teaching is to encourage the children to show an interest in their immediate environment and that of the wider world. We aim to ensure that through the teaching of geography children will become aware of the geographical features of their own country and be able to compare and contrast them with that of others. Children will gain an understanding of how physical and human geography has an impact on the environment and the people around it. Children will be taught to have pride in their surroundings and to develop a constructive approach to improving areas studied. Children are to be prepared to be global citizens with an understanding of how they can positively (and negatively) impact on their environment.

Children will also be taught age appropriate mapping skills using a range of approaches from local area walks, photograph recognition, map reading skills, orienteering and geo-caching.

Objectives

We will achieve these aims by the following objectives:

- Teaching and developing geographical and fieldwork skills.
- Encourage pupils to ask geographical questions or express their own views, analyse evidence & draw conclusions
- Develop compass skills and map reading skills - use the eight points of a compass, four and six-figure grid references, symbols and keys

Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features & land-use patterns; & understand how some of these aspects have changed over time

Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

- Children will have access to a range of sources such as people, the local environment, sites and visits, photographs, portraits, artifacts, written materials, ICT based materials, data, TV / video/DVD extracts
- Children will learn in a variety of contexts - individually, in groups, as a whole class
- Children will learn to present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As knowledge, understanding and confidence develops, the children will begin to pose and investigate their own questions around geographical themes.

Teaching and learning

In each key stage we give children the opportunity to visit sites of geographical significance. From outside visits the children receive a range of interactive learning experiences including application of map skills, being able to locate and identify geographical features and observing the impact of both human and physical geography on the landscape.

Equal opportunities

We plan our classroom activities to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We use materials for teaching, which avoid stereotyping and bias towards race, gender and role of disability. We deal with such issues clearly and sensitively when they arise.

We recognise the fact that in all classes there are children of widely different abilities in geography and we seek to 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
- Providing resources of different complexity depending on the ability of the child
- Using teaching assistants to support children's learning individually or in groups

Geography curriculum planning (Appendix 1)

We use the agreed national curriculum for Geography teaching (2015) as the basis for our curriculum planning in geography. We have adapted and annotated this to ensure it is relevant to the local context and we have ensured that all the key skills are being taught and cross-curricular links are clearly identified. We ensure that there are opportunities for the children of all abilities to develop their skills and knowledge in each unit, and we build planned progression into the scheme of learning so that the children are increasingly challenged as they move up through the school.

The children study geography topics in conjunction with other subjects and cross-curricular links are included in the scheme of work, however, we also place an increasing emphasis on independent geographical study as children move through the school. We teach the knowledge, skills and understanding set out in the National Curriculum through a range of topics and approaches.

A half termly overview for each year group has been created which states the appropriate knowledge, skills and progression for that half term. Teachers then have some flexibility to approach the 'topic' from any angle that they may feel is appropriate to hook or engage their pupils. Where possible teachers use the children's interests and questions to help inform next steps thus ensuring that the curriculum is as personalised as possible.

The Early Years Foundation Stage

- Within the Early Years Foundation Stage, geography is included as part of *Knowledge and Understanding of the World* The children learn to investigate similarities and differences, the local environment and cultures and beliefs, fostering the skills essential to developing historical understanding. This is set out in the early years curriculum as children needing to:
- observe, find out about, and identify features in the place they live and the natural world;
- begin to know about their own cultures and beliefs and those of other people;
- find out about their environment, and talk about those features they like and dislike.

Geography and technology

We use technology to support and enhance teaching and learning in geography (using Google Earth etc.)

Assessment for learning

Teachers will assess children's learning by making informal judgments during lessons and comments on the geographical skills shown. On completion of a piece of learning, the teacher assesses and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. All children

are encouraged to make judgments about how they can improve their own learning. The skills are provided so that teachers are able to make more accurate judgments about next steps and to identify pupils who are not achieving at an age appropriate level.

Roles and responsibilities

Each class teacher has the responsibility for the teaching of geography and needs to ensure that their own knowledge is continually updated.

The subject leader is responsible for:

- Taking the lead in the development, evaluation and amendment of schemes of work as and when necessary.
- Monitoring the standard of the children's learning and the quality of teaching in geography in accordance with the schools updated monitoring and assessment policy guidelines.
- Supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for geography in school.
- Resourcing the curriculum by renewing, updating and complementing resources where necessary.
- Managing a delegated budget.