

Kenmore Park Infant & Nursery School



Geography POLICY

Policy reviewed: September 2017



Geography Policy

1 Aims and objectives

- 1.1 Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area, and they compare their life in this area with that in other regions of the United Kingdom and the rest of the world. They learn how to draw and interpret maps and develop the skills of research, investigation, analysis and problem solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other societies and cultures. This helps them to 'think globally' and inspire them to think about their own place in the world and their responsibilities to the environment. Geography teaching also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

Article 29

A right to get better at things and learn about ourselves, others and to protect the environment.

1.2 In teaching geography it is our aim:

- to develop independent and creative thinking skills in our pupils;
- to stimulate pupils interest in and curiosity about their surroundings;
- to enable pupils to gain knowledge and understanding of places in the world, the United Kingdom and their locality and consider similarities and differences;
- to develop pupils' knowledge of the worlds' seven continents and oceans and the identify the characteristics of the four countries and capital cities of the UK.
- to increase pupils' knowledge of human and physical geography so pupils are able to understand environmental changes and sustainable development at a local, regional and global level;
- to develop pupils' skills in map work, for example, how to use, draw and interpret maps.
- to develop pupils' geographical fieldwork and observational skills.
- to help pupils to carry out geographical enquiries and interpret geographical information, including how to present their findings and conclusions in the most appropriate way.
- to encourage pupils to think about their own place in the world, including their responsibilities to the environment and an appreciation of what 'global citizenship' means.
- to increase pupils' knowledge and appreciation of other cultures in Britain and around the world and, in so doing, to develop positive attitudes towards different communities within a multi-cultural society;

2 Teaching and learning style

- 2.1 We use a variety of teaching and learning styles in our geography lessons best suited to the abilities and interests of the pupils and also use enquiry-based research activities. We encourage pupils to ask as well as answer geographical questions where all contributions are valued, respected and received positively. Many geographical activities are practical in nature and aimed at encouraging pupils to make decisions about real places and problems. We offer pupils the opportunity to use a variety of data, such as maps, data, graphs, pictures, and aerial photographs and we enable them to use Computing in geography lessons where this serves to enhance their learning. Pupils take part in role-play and discussions and present reports to the rest of the class. Pupils engage in a wide variety of problem-solving activities and are encouraged to use appropriate geographical language. They learn to follow directions, make and use simple maps, identify areas on maps and globes and to develop an increasing understanding of their place in the world.



Wherever possible, we involve the pupils in 'real' geographical activities, including fieldwork and local studies, observation and enquiry, individual, group and class investigations or the use of appropriate computer software, e.g. Espresso, to investigate a current issue.

2.2 We recognise the fact that there are pupils of widely different geographical abilities in all classes and we provide suitable learning opportunities for all pupils 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, thus providing challenge.
- grouping pupils by ability and setting different tasks to suit each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual pupils or groups of pupils.

3 Geography curriculum planning

Article 28: You have the right to a good quality education.

3.1 Geography is a foundation subject in the National Curriculum. We use the Scholastic Planning Guide Framework as the basis for our curriculum planning, using the objectives taken from the National Curriculum for implementing the requirements of the programme of study for geography. We make use of the local environment in our fieldwork and we also choose a locality where the human and physical features provide a contrast to our own.

3.2 Our curriculum planning in geography is in three phases (long term, medium term and short term). Our long term plan maps the geography topics studied in each term during each key stage. The humanities coordinator works this out in conjunction with teaching colleagues in each year group. Our long term geography plan shows how teaching units are distributed across the year groups, and how these fit together to ensure progression within the curriculum.

3.3 Our medium term plans give details of each unit of work for each term, including key learning objectives-adopted from the Scholastic Planning Guide Framework-and a series of lessons that can be worked through to achieve this. The humanities coordinator, in collaboration with staff, reviews these plans on a regular basis and where necessary, plans are modified and updated.

3.4 The class teacher is responsible for the short term planning, identifying in their plans aspects of the medium term plans to be covered in the lesson. These plans will list the specific learning objectives and learning outcomes for each lesson. Evaluation of these lessons will help to inform future planning. Teachers may choose to adapt or enrich activities to suit the needs of their class or individual pupils and can discuss these plans with the humanities co-ordinator on an informal ad-hoc basis.

3.5 We plan the topics in geography so that they build upon pupils' prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit. We build progression into the scheme of work so that pupils are increasingly challenged as they move up the school.

4. Foundation Stage

4.1 In the Foundation Stage pupils develop knowledge, skills and understanding that help them to make sense of the world and form the foundation for geographical work in KS1. Geography is taught in nursery and reception classes as an integral part of the topic work covered during the year. We relate the geographical aspects of the pupil's work to the objectives set out in the Early



Learning Goals (ELGs) which underpin the curriculum planning for pupils aged three to five. Geography makes a significant contribution to the development of each 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.

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. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives on their world. We ensure that some of the texts that we use in our English lessons are geographical in nature. Geography lessons provide valuable opportunities to reinforce what pupils have been learning during English and allow them to use their literacy skills in a different context. Reports, letters and recording information will all develop pupils' writing abilities.

5.2 Mathematics

The teaching of Geography in our school contributes to pupils' mathematical understanding in a variety of ways. The pupils study space, scale and distance and we teach the pupils how to represent objects with maps. The collection of data during fieldwork activities provide opportunities for pupils to use graphs to illustrate, explore, analyse and interpret a wide range of data.

5.3 Computing

Article 13: *You have the right to find out things and share what you think with others.*

The use of computing can help to support pupils learning in geography by enhancing their skills of geographical enquiry. Computing can provide a range of information sources to support their geographical knowledge and understanding of geographical patterns/processes and provide access to photographic images of people, places and environments. Pupils use computing to record, present and interpret data, to modify and evaluate their work, and to improve its presentation. We also offer pupils the opportunity to use digital cameras (Tuff-Cam).

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

Geography contributes significantly to the teaching of personal, social and health education and citizenship. The subject matter lends itself to raising matters of citizenship and social welfare. For example, pupils study how environments are changed for better or for worse. The nature of the subject means that pupils have the opportunity to take part in debates and discussions.

5.5 Spiritual, moral, social and cultural development

We will ensure that pupils are provided with a broad and balanced curriculum. Our school's geography curriculum, lessons and materials will support equality of opportunity and an inclusive attitude towards all learners. Pupils will be able to engage in informed discussions and debate on environmental issues and changing landscape. We help pupils to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping of other people and acquire a positive attitude towards others. We help contribute to the pupils' social development by teaching them how to take responsibility for their environment. Geography contributes to the



pupils' appreciation of what is right and wrong by raising many moral and thought provoking questions.

6 Geography and inclusion

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

- 6.1 At our school we teach geography to all pupils, whatever their ability or individual needs. Geography forms part of the school curriculum policy to provide a broad balanced education to all pupils. Through our geography teaching we provide learning opportunities that enable all pupils to make good progress. Our geography teaching and assessment enable us to consider a range of factors to support and aid pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language - classroom organisation, teaching materials, teaching style and differentiation – so that we can take some additional or different action to enable the pupils to learn more effectively. We will also take into account the targets set for individual pupils in their Education Support Plan.

7 Assessment and recording

- 7.1 We assess the pupils work in geography by making informal judgements as we observe the pupils during lessons. Pupils are expected to know, apply and understand the matters, skills and processes as specified in the National Curriculum programme of study. The areas assessed are Locational knowledge; Place knowledge; Human and Physical Geography; Geographical skills and fieldwork. Teachers will also assess the pupils understanding by discussion and questioning. Once the pupils complete a piece of work we will mark their work and give feedback as per the school's marking policy. Formative assessment will be continuous and on-going to inform future planning. Tasks will sometimes be set as an assessment opportunity, usually at the end of the unit. At the end of a unit we will look at the learning outcomes and use this as the basis for assessing pupils' progress. This information will be shared with the parents at the end of the year and will inform parents of their child's progress and attainment. Foundation Stage pupils are assessed through the Early Years curriculum.

8 Resources

- 8.1 We keep these resources in a central store, easily accessible to members of staff. Computing is also a tool that is used in geography

9 Fieldwork

- 9.1 Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry.
- 9.2 In the Foundation Stage pupils find out about their environment and talk about those features they like and dislike. At Key Stage 1 pupils will investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and/or different from other places nationally or globally.

10 Monitoring and Review

- 10.1 The humanities coordinator is responsible for monitoring the standard of pupils work and the quality of teaching in geography, ensuring that teachers' plans focus on the development of key



skills whilst promoting the whole school development priority of raising standards in the basic skills.

10.2 The humanities coordinator is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject and for providing direction for the subject in the school. Reviewing samples of pupils' work, interviewing pupils about their learning experiences and visiting classes to observe teaching in the subject will form part of the school monitoring policy and self evaluation process.

Responsible person: Shereen Amey

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Next review: Summer 2020.