

Geography Policy Sherburn Primary School

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# Geography Policy

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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. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### **Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### **School Aims**

#### Early Years Foundation Stage:

- To arouse awareness of the local environment and use appropriate vocabulary to describe observations and express opinions.
- To raise awareness of other environments through stories, visits, photographs, ICT and artefacts.

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### At Key Stage 1:

- To develop geographical skills through fieldwork, observations and a range of maps.
- To be able to describe and compare places near and far using geographical vocabulary.
- To appreciate both the human and physical characteristics of places.
- To evaluate man-made changes to the environment.

### At Key Stage 2:

- To extend the depth of geographical enquiry and broaden the range of study to other areas of the developed and developing world.
- To increase their awareness of physical and human factors which determine the nature of places and to describe and explain their similarities and differences.
- To research local, national and global issues using resources which include ICT and form opinions for debate.
- To develop an awareness of their responsibilities as *Global Citizens*.

### Objectives

- Develop interest in their surroundings at a local, regional and global level;
- Observe and record with increasing accuracy using a range of methods;
- Identify and explore features of their local environment;
- Recognise and investigate changes that are taking place locally;
- Recognise different types of human activity;
- Develop their understanding of maps and plans, and use a range of maps, plans and globes with increasing independence;
- Observe the ways in which the environment can affect peoples' lives.
- Develop an awareness of seasonal changes and daily weather patterns and the effect of weather on people, animals and plants.
- record weather conditions through observation and the use of simple instruments and ICT;
- Develop an awareness of the cultural and ethnic diversity within society and learn to appreciate them;

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- Become acquainted with a range of photos and other secondary sources and begin to read and interpret them;
- Recognise and classify geographical features through firsthand experience, photographs, videos, films and ICT links.

### Teaching Methods

A variety of methods are to be employed in the teaching of Geography, which will afford pupils access to a range of resources and ensure that they are encouraged to develop their potential to the full. An enquiry approach is to be adopted and pupils will be encouraged to obtain their answers through relevant questions. These will always take the form of asking:

What is it?

Where is it?

What is it like?

How did it get like this?

What connections are there with other places/ processes/ events?

How is the situation/ place changing and why?

What do people think and feel about this?

What impact will this have?

Teachers are expected to utilise many differing techniques and approaches to ensure that the Geography Curriculum is constantly made interesting, interactive and alive.

These may include:

- Knowledge given by the teacher
- Use of the local environments for fieldwork.
- Creative activities - building models, showing routes.
- Individual and group enquiry, especially where resources are limited.
- Video and films.
- Using outside speakers.
- Visits to places of relevance to the topic, e.g. farm, beach etc.
- Use of ICT. - simulations and use of the internet
- Use of relevant books, pamphlets, leaflets, maps, postcards, atlases etc.
- Role play and drama to create empathy.
- Photographs and satellite images.

### Early Years

Geography is taught in reception as an integral part of the topic work covered during the

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year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

### Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

### Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc. As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

### Breadth and Balance

The Geography units of work as outlined in the Long and Medium Term Plans are devised to meet the needs of pupils in the acquisition of geographical skills. It also focuses their attention on the needs of society at differing levels and helps them appreciate the concept of community.

Topics within a year may be place focused where children will develop an understanding of geographical similarities and differences through studying the human and physical

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geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

At other times work may have a locational focus where children will be taught to name and locate the world's seven continents and five oceans and to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Throughout the year children will develop an understanding of human and physical geography by identifying seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

### Fieldwork

It is always advisable to base learning on first hand experience and teachers are encouraged to focus attention on the opportunities available in the local area. This will necessitate the exploration of the world beyond the classroom. All teachers are encouraged to organise visits that will enable pupils to extend their knowledge of the world around them e.g. the seaside and local walkways and woods.

### Progression

This will be achieved through:

a) Opting for an enquiry approach in which pupils will be encouraged to ask questions, collect and classify information, present information which they have had the opportunity to interpret and from which they are able to draw conclusions.

b) Increasing the breadth of study, with the emphasis shifting from the familiar at a local level to the unfamiliar at a global level. Pupils will be gradually introduced to different places, environments, human activities and physical processes.

As pupils acquire more ideas the tasks will incorporate their need for:

- More accuracy - in observation.
- More precision - in mapping and language used.
- More complexity - in the amount and quality of information about places.
- More sources of information.
- Greater depth of understanding in the ideas and concepts taught.
- More appreciation of the range of attitudes and values relating to issues.
- Increasing independence in learning.

### Differentiation

It is recognised that all pupils must be given opportunities to show what they know and can do. Recognising the different abilities within a class means that teachers must plan at a class, group and individual level. This involves:

- Using a range of teaching styles which match the experience of all pupils within the class and begin to cater for different intelligences
- Matching tasks to pupils' needs.

Various strategies are employed to allow pupils to achieve:

- Common tasks, which will expect different outcomes.
- Stepped tasks, with a common starting point but which aim to extend More Able & Talented pupils.
- Grouping, in which pupils work on a task designed for that group.
- Different resources, same task, which modifies the amount of information given to some pupils.
- Independent learning - finding answers from a range of resources.

### Cross - Curricular Links

Geography's ability to span a range of subjects facilitates the planning of work within an integrated curriculum. Many of the skills necessary to the geographer are based on Maths and elements can therefore be introduced or reinforced through the Maths curriculum. Communication skills complement work in English as pupils will be encouraged to debate ideas and present information in a variety of ways. Many of the ideas and concepts taught overlap with Science and will further pupils' research, observation, recording and processing skills. I.C.T. can be utilised for the storing and retrieval of information in databases. Access to the Internet will further broaden pupils' ability to retrieve information.

Geography also fosters the development of tolerance and empathy towards other peoples' beliefs and attitudes and encourages an interest in human affairs. This obviously links in with R.E. and also links with Citizenship.

As a result of these links it is of vital importance that the skills and themes within the Geography curriculum should be carefully planned so that they are distinctive and adhere to the enquiry approach advocated within this policy.

Geography also plays a key role in children's spiritual, moral, social and cultural development. It aids spiritual development by helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world.

Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future. It aids moral development through helping pupils to reflect on how the environment is affected by decisions made by people, so

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that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area. It aids social development through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

### Assessment and Recording

Teachers allow for assessment to be made during the course of a Geography lesson using discussion, question and answer techniques and in encouraging pupils to communicate findings to others. Assessment is used to inform future planning and to facilitate differentiation, so that all pupils can access tasks at their level.

The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Marking Policy.

At the end of each unit of work teachers will record achievement of pupils against age related expectations. Pupils who achieve at a level above or below these expectations will be identified. This will provide formative assessment and inform future planning needs.

### Monitoring

Monitoring takes place regularly through sampling children's work, and teacher planning, through book scrutiny and lesson observations.

### Roles and responsibilities

It is the role of the Geography co-ordinator, under the guidance of the Head teacher:

- To organise Geography within the curriculum and to ensure progression and development.
- To assist with and monitor planning and quality of delivery within the curriculum.
- To keep abreast of developments within Geography and carry out INSET when required.
- To monitor and update resources and draw up a budget.

### Review

Policy reviewed October 2018

This policy will be reviewed in October 2020



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Signed \_\_\_\_\_ (HT)

\_\_\_\_\_ ( Chair of Gvs)