



C of E Primary School

Geography Policy **February 2011**

Geography provokes and answers questions about the natural and human worlds using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills both inside and outside the classroom.

As pupils study geography, they encounter different societies and cultures. This helps them to 'think globally', realise how nations rely on each other and can inspire them to think about their own place in the world and their responsibilities to the environment.

Introduction

This policy is written for the staff, Governors and parents of Surrey Hills C of E Primary School to ensure that they understand and agree the approach to Geography within the Foundation Stage and into the National Curriculum. It sets out the school's aims, principles and strategies for the delivery, assessment and record keeping of Geography.

The aims of teaching Geography:

- To stimulate children's interest in their surroundings
- To develop children's knowledge of places and environment throughout the world
- To develop an understanding of maps and direction
- To enhance children's sense of responsibility as an individual and as part of a community for the care of and contribution to the local environment
- To make children aware of the part that other people play in the making and shaping of environments around the world

The Scheme of Work is established within a rolling programme of topics to facilitate mixed year group and Key Stage classes.

The Scheme of Work in our school:

- Emphasises environmental understanding
- Takes into account our rural locations
- Acknowledges Geography's contribution to Numeracy and Science
- Takes into account the tendency of pupils to be widely travelled

Roles and Responsibilities

The Headteacher will be responsible for:

- Feedback to the governors on monitoring undertaken by the subject co-ordinator;
- Supporting the Geography co-ordinator;
- Allocating the budget

The Geography co-ordinator will be responsible for:

- Reviewing and updating the Geography policy and scheme of work;
- Monitoring the teaching and learning of Geography on a regular basis (see separate notes on monitoring);
- Purchasing Geography resources (overseen by the Headteacher);
- Auditing and organising Geography resources
- Offering support and advice on possible teaching activities to all staff.

Teachers will be responsible for:

- Including effective Geography teaching activities and skills in their short and medium term planning;
- Assessment and levelling of pupils as laid down in the National Curriculum attainment targets for Geography;
- Informing the Geography co-ordinator of any resources required for their particular class

Teaching of Geography

Teaching should ensure that geographical enquiry and skills are used when developing knowledge and understanding of places, patterns and processes, environmental change and sustainable development.

- The children are encouraged to be observant of their surroundings and to comment on their observations. They work individually, in pairs, in groups and as a class.
- They have ready access to their immediate environment and undertake visits into the school grounds and the village to develop fieldwork skills.
- They are taken on relevant school trips further afield.
- They are encouraged to share their experiences of the wider world and its communities.
- Their work and investigations are celebrated in classroom and whole-school displays alongside clear topic objectives.
- They use and make simple maps and plans and have access to printed maps, plans, atlases and globes as well as photographs, videos, appropriate TV programmes and computer software.
- The children use ICT where appropriate to gather information, record results and present findings

Learning

Children learn best when:

- They have access to first hand resources and undertake fieldwork
- They have access to maps, plans, globes and photographs
- They listen to and interact with stories from around the world

- They are able to use non-fiction books for research
- They are shown, or use independently, ICT resources
- Visitors are invited to the school

Equal opportunities, Special Needs and Racial Equality

All children should have equal access to the Geography curriculum in line with the School's Equal Opportunities Policy, Special Needs Policy and Racial Equality Policy. Teachers can aim to provide effective learning opportunities for all pupils by:

- setting suitable learning challenges
- responding to pupils' diverse learning, religious and cultural needs
- overcoming potential barriers to learning and assessment for individuals and groups of pupils.

If necessary, the SENCO and the Geography co-ordinator will advise teachers on teaching activities relevant to pupils with special educational needs including able pupils.

Assessment and Monitoring of progression

Foundation Stage pupils are assessed through the Foundation Stage Profiles. In Key Stage 1 and 2, assessments are prepared within each topic against the geographical skills covered.

In an annual review and at the end of Key Stage 1, the standards and achievement of the pupils will be monitored to judge how well the pupils are able to;

- describe the main features of localities and recognise similarities and differences
- recognise where things are and why they are as they are
- express their own views about features of an environment and recognise how it is changing
- find out about places and environments by asking and answering questions, by using their own observations and other geographical enquiry skills and resources.
- organise and communicate their findings in different ways.

In lower Key Stage 2, progression in learning will be assessed as children are able to;

- explain the physical and human characteristics of places and their similarities and differences
- know the location of key places in the United Kingdom, Europe and the world
- explain patterns of physical and human features
- describe how people can affect the environment and explain the different views held by people about environmental change

- undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and expressing their own ideas and observations.

Learning at upper Key Stage 2 is characterised by pupils demonstrating that they have studied a wide range of places and environments in different parts of the world, and showing the following attributes in their work:

- drawing on their own experience and on secondary sources provided to identify geographical questions, recognise and explain the views and opinions of others, follow a structured sequence of enquiry and present a consistent geographical argument (geographical enquiry)
- becoming aware of and selecting a range of appropriate skills and techniques, and demonstrating competence in using the skills
- knowing the location and context of a wide range of places they study and other significant places at a range of scales in UK, Europe and the wider world (location and context)
- describing the physical and human features of a range of places studied and being aware of how physical and human processes interact to produce the distinctive characteristics of these places (features and character)
- drawing out similarities and differences between places and recognising the different ways in which places are interdependent (contrasts and relationships)
- describing and explaining patterns and relating these to the location and character of places and environments in different parts of the world (patterns)
- identifying, describing and explaining selected physical and human processes and the way in which they affect places and environments and can cause change (processes)
- describing and explaining a range of examples of environmental change (environmental change and management)
- beginning to understand how and why people seek sustainable solutions to environmental, economic and social problems. (sustainable development)

Achievement will be evaluated on the basis of whether the pupils are learning to their full capabilities.

Monitoring will be undertaken in the following ways;

1. analysing the pupils' work
2. talking with the pupils
3. lesson observations
4. talking with teachers and looking at short and medium term plans.

Review

The Geography policy is reviewed on a regular basis as part of our ongoing curriculum monitoring programme unless national initiatives deem it necessary to review it earlier.

Governors will work alongside the Co-ordinator to ensure the policy is being followed to successfully deliver the planned outcomes.