

GEOGRAPHY POLICY

Rationale

Geography is concerned with the study of places and the human and physical processes which shape them and the people who live in them. It helps children to make sense of their surroundings and of the wider world.

Aims

Through our teaching of geography we aim to:-

- Enable children to develop geographical knowledge and skills.
- Enable children to develop the idea of geographical enquiry and undertake practical activities:-
 - to make observations and ask questions about the physical and human features of places.
 - to examine the relationships between people and their locality.
 - to describe and make comparisons between different localities.
 - to use skills and sources of evidence to collect and record information; to analyse evidence, draw conclusions and communicate their findings in a suitable way, using appropriate vocabulary.
- Help children develop a sense of identity through learning more about the locality, the UK and its relationship with the rest of the world.
- Enable children to develop an appreciation of the variety and values of other cultures and beliefs and encourage positive attitudes towards other people and places.
- Make children aware of how people can affect the environment e.g. conservation / pollution and begin to raise awareness of global issues.

Induction for new staff and assistants

The Geography co-ordinator will ensure that new members of the teaching staff and other assistants have copies of the Geography Policy and Scheme

of work and understand how they are used. The Geography co-ordinator will also ensure that new members of staff are aware of the Geography resources available and have a clear understanding of the essential health and safety information contained within this Geography Policy.

Role of the Co-ordinator

The role of the geography co-ordinator is to:

- co-ordinate the teaching of Geography within school
- monitor the use of the policy and scheme of work
- ensure continuity and progression of teaching and learning throughout the school
- to meet with the geography curriculum working party to discuss teaching and new initiatives
- arrange in-service support, advice and assistance to staff
- be involved in the induction of new staff
- to review the policy and schemes of work with the geography CWP when necessary
- to order and maintain resources for in use in each year group
- to provide information for the school development plan
- to support staff and inform them of courses and developments in geography
- liaise with other co-ordinators when necessary

Organisation / Planning

Geography is taught for the most part through topics and themes. Some topics will be geography led e.g. The Weather, whereas others will contain a stronger scientific or historical content, however the geography elements of any topic are highlighted in the planning. Geographical skills will be taught in appropriate contexts rather than in isolation wherever possible. Topic plans are considered and discussed on a two year cycle. This planning outlines the geography to be taught in each class. This can be added to as activities are tried, evaluated and kept for future use or updated. The time allocation for geography is approximately 45 hours per year. This will be spread over the year according to the nature of the topics.

Progression

We aim to develop progression through our topic work. In the non-statutory guidance, progression in Geography is defined as:-

- A gradual extension of content to include different places, environments, human activities and physical processes.
- Increasing the scale of the places studies from localities, regions and countries, to international and global.
- Increasing complexity of the phenomena studies and the tasks set.
- The use of more generalised knowledge and abstract ideas
- Increasing precision required in practical and intellectual tasks.
- Increasing awareness and understanding of social, political, and environmental issues involving different attitudes and values.

At Key Stage 1 the emphasis will be on the immediate locality of the children, with particular emphasis on describing it and on raising their awareness of issues within it. Global links can still be made and issues raised eg. Rain Forests as part of a Trees Topic, houses in other parts of the world as part of a House topic etc. There will be the beginnings of the development of understanding the geography phenomena.

Teaching Method

Foundation Stage

We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geography side of the children's work to the objectives set out in the Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as dressing up in costumes from around the world, looking at pictures of different countries.

Key stage 1

In key stage 1, geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children should:

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- focus on geographical questions like What/Where is it? What is it like? How did it get like this?;
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.

Assessment

Assessment forms an integral part of teaching and learning involving observing pupils at work, questioning, talking and listening to them and marking and evaluating their written work. Geography will be planned and evaluated in 2 weeks topic plans with assessment opportunities identified as appropriate, one topic will be studied each term.

Resources

All geographical resources are stored centrally in a cupboard in the Community Room. A list of more specific resources is shown on Appendix A.

Cross-Curricular Connections

English

Reading and writing are essential for the processes of finding out about and communicating an understanding of geography. Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for children to develop their understanding that people have different viewpoints and perspectives on their world.

The key goal of geography lessons should be to develop children's geographical understanding. However, geography lessons can also provide valuable opportunities to reinforce what children have been doing during the literacy hour and practise using their literacy skills in a different context.

With careful planning, geography texts and the reading and writing tasks completed in geography can provide opportunities for children to develop and apply their skills and understanding of literacy.

The units of work provide an indication of where links between geography and literacy and speaking and listening can be made in two places:

- in the vocabulary section on the front of units;
- in the 'points to note' column.

Mathematics

Many units provide opportunities for children to develop mathematical skills. In some units children work with numerical data which relate to real situations. Often they have collected such data themselves.

Opportunities occur particularly, but not only, when children undertake fieldwork, through:

- collecting data (e.g. amount of rainfall, proportion of cloud cover, temperature);

- recording data (e.g. using tally sheets or charts to cumulate scores);
- presenting data (e.g. producing tables, block and line graphs, pie diagrams);
- interpreting data (e.g. converting to percentages, producing summary tables, comparing patterns, making linkages or drawing conclusions).

Mathematical skills are also developed in the context of map work, for example, work on co-ordinates, map references, distances and scales.

ICT

Opportunities for the use of ICT (information and communication technologies), which will enhance children's learning of geography. ICT are the facilities and features that support teaching and learning, such as CD-ROM sources of information and appropriate software.

The use of ICT can help children's learning in geography:

- by enhancing their skills of geographical enquiry;
- by providing a range of information sources to enhance their geographical knowledge;
- by supporting the development of their understanding of geographical patterns and processes;
- by providing access to images of people, places and environments;
- by contributing to pupils' awareness of the impact of ICT on the changing world.

Where units involve the collection of data, analysis can be assisted by the use of a database or spreadsheet. Many units may be enhanced by source material from a CD-ROM or the Internet.

Links with other areas of the curriculum

Where there are opportunities for links with other subjects, notably science, history, and design and technology, these are made explicit. Opportunities to contribute to other curriculum areas, for example, citizenship, environmental education, the world of work and aspects of children's spiritual, moral, social and cultural development are also

highlighted.

Celebration of Success

It is important that children's success in geography is acknowledged and celebrated appropriately. This will be done through display inside and outside the classroom. Final presentation of some work to peers and other year groups may be appropriate in celebrating success.

SEN

Teachers should decide:

- how the material should be adapted to meet the needs of the children in the class, particularly if they are not attaining at levels broadly appropriate for their age;
- whether to use the scheme as a resource for offering a child with significant learning difficulties the opportunity to experience a range of work across the key aspects, drawn from the programme of study.

Teachers are best placed to judge whether the learning objectives meet the learning needs of individual children and to adapt these to provide appropriate opportunities for all children to succeed. Some of the teaching activities will need to be adapted to ensure that children with special educational needs of all kinds may participate fully and demonstrate their achievements.

Equal Opportunities

In geography, it is important that teachers should plan work that offers equal opportunity in respect of gender, race, the needs of the most able and those children with special educational needs. Teachers when using this scheme may find that there are parts they wish to modify and adapt for the children in their class.

More able children

Teachers should decide:

- how the activities should be adapted or expanded to meet the needs of any more able, gifted or talented children in the year group.

In deciding how to use this scheme of work, year teams or individual teachers may wish to consider whether opportunities which arise from time to time or offered by the circumstances of the year group suggest particular units or aspects which should be emphasised or expanded.

Gender

Teachers should ensure that geography is promoted to both sexes, and that the materials used are attractive to all children.

Multi Cultural Themes

Multi-cultural themes are often encountered in geography, which affords opportunities to promote understanding.

Children should be encouraged to develop:

- an interest in people and places beyond their immediate experience;
- an awareness of cultural and ethnic diversity within our society, while recognising the similarity of activities, interests and aspirations of different people;
- tolerance toward people who hold different values and beliefs

Health and Safety

Local field work

In geography, it is important that teachers should plan work that is suited to their own geographical environment and local opportunities. Fieldwork is first hand experience and is an essential integral part of geographical place study.

The units are adapted to each year group's own needs. Teachers may wish to consider the extent to which first hand experience is available to classes in the light of their response to the following questions:

- What safety aspects are involved in the visit?
- Has a risk assessment been carried out that complies with the school's

policy for visits?

- Has the teacher undertaken a preliminary visit prior to the children's visit?
- What other resources are available locally? Is a visit or a visitor appropriate?
- What are the main physical and human features of the local area, and which aspects of the geographical themes can therefore be adequately covered by first hand study?
- How much fieldwork can realistically be undertaken? Will this require a visit of an hour, a half-day or a whole day visit, or even residential fieldwork in the UK?
- Which aspects of the geographical themes can be adequately and safely covered by first hand study in the local area?
- Are there sufficient adults available to supervise children on visits?

Geography – Resource List

- QCA Geography Curriculum Guide
- 2 large maps
- Globe
- Derbyshire County Council Course Programme:
Geography
- Atlas: The British Isles
- Book: "Our favourite stories from around the
World"

Curriculum Area	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Myself and My senses	Light and Dark	Traditional Stories	Growing Plants	Houses and Homes and Habitats	Toys and Games
Science	1A Ourselves	1D Light and Dark	1C Sorting and grouping materials	1B Growing Plants	1F Sound and Hearing	1E Pushes and pulls
Geography		Unit 1 Around our world	Unit 22 Contrasting locality overseas			Unit 2 Making the local environment safer
History	History of local area inc' school				Unit 2 What were homes like a long time ago?	Unit 1 How are our toys different from the past?
RE	1.6: In what ways is the place of worship important to believers? (Church)	1.7: What do religious artefacts tell you about what people believe and how they worship? Symbols of light)			1.2: How are the events in people's lives celebrated and what do they mean to those involved? (Jewish)	1.4: How do creation stories say the world started?
Design and Technology	Structures -Homes		Food			Structures Unit 1B - Playgrounds
Art and Design Materials and processes -Starting point -Visual elements -Investigating art, craft and design	Drawing -School -Line -The built environment	Painting -Literature -Tone -Still life/ Photographs	-Fantasy Dreams Collage -Space	Clay work -Texture - Sculptures	Printmaking -Houses and homes -Pattern -Machines	Textiles -Weaving -Pattern -Making
P.S.H.C.E.	A healthier lifestyle	Risks/Rules	My community	A better place	Choice and influence	Roles/ Responsibilities
ICT	1A - Modelling	1B – Word banks	1F – Instructions/Roamer	1D – Labelling & Classifying	1E – Pictograms	1C – Information around us

