

# *The Grange Primary School*



# *Geography Policy 2018*

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## Aims and objectives

- 1.1 *Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.*
- 1.2 *The aims of geography are:*
- *to enable children to gain knowledge and understanding of places in the world;*
  - *to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country;*
  - *to allow children to learn graphic skills, including how to use, draw and interpret maps;*
  - *to enable children to know and understand environmental problems at a local, regional and global level;*
  - *to encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means;*
  - *to develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.*
  - *To implement assessment through the use of the International Primary Curriculum (IPC) 'Learning Targets' and rubrics.*

## Teaching and learning style

- 2.1 *We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Children take part in discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g.*

*research of a local environmental problem or use of the internet to investigate a current issue.*

**2.2** *We recognise the fact that there are children of widely different geographical abilities in all classes and we 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, some children not completing all tasks;*
- *grouping children through KAGAN structures where they can learn collaboratively during geographical enquiries;*
- *providing resources of different complexity according to the ability of the child including concrete, pictorial and abstract forms;*
- *using learning assistants to support the work of individual children or groups of children.*

### **Geography curriculum planning**

**3.1** *We approach the teaching of geography through topic work to further engage children's interests and allow them to see the interrelationships between geography and other areas of the curriculum. Geography is covered through the use of Collins Connected geography enquiries and IPC units. Some of the IPC units are Geography based and some contain elements of Geography with opportunities for the children to apply previously taught Geographical skills.*

**3.2** *As stated in the Grange 'Foundation Curriculum Coverage' document for geography, in KS1, all areas of the national curriculum identified for the year group should be covered within that year group. In KS2, key areas have been selected to be the focus for teaching for each year group. This will ensure that geographical skills are being covered through the relevant Collins / IPC units whilst allowing for progression and broadening of knowledge through each key stage.*

**3.3** *We carry out curriculum planning in two phrases; Long-term and medium-term planning. The long term planning maps out specific geography orientated topics. The medium term planning (Teacher 'topic maps', Collins Connected geography enquiries and IPC units) give details of the unit and specify the learning objectives of each lesson. The class teacher outlines activities and provision made for children to achieve these.*

Below is a table indicating the geography topics covered in each year group.

<i>Year group</i>	<i>Collins Units:</i>	<i>Suggested IPC units:</i>
<i>Year 1</i>	<i>What is the Geography of where I live? How does the weather affect our lives?</i>	<i>Who am I? Or Our World</i>
<i>Year 2</i>	<i>How does the Geography of Kampong Ayer compare to life in the UK?  Why do we love being beside the sea so much? Teach during Hooray... Let's go on holiday! (History topic)</i>	<i>Treasure Island</i>
<i>KS1 Geographical skills and fieldwork</i>	<ul style="list-style-type: none"> <li>• <i>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</i></li> <li>• <i>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</i></li> <li>• <i>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</i></li> </ul>
<i>Year 3</i>	<i>How and why is my local area changing?  How do volcanoes affect the lives of people?  Why do some earthquakes cause more damage than others?  Why are mountains so important?</i>	<i>Living Together  Active Planet</i>
<i>Year 4</i>	<i>What is a river?</i>	<i>Go with the flow (rivers, where water comes from and trade) Links to Ancient Egypt within this topic.</i>
<i>Year 5</i>	<i>How is climate change affecting the world?</i>	<i>What a wonderful world! Or Climate control</i>
<i>Year 6</i>	<i>Why is Fair Trade fair? (Teach in Fair Trade fortnight)</i>	<i>Going global</i>
<i>KS2 Geographical skills and fieldwork</i>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></li> <li>• <i>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></li> </ul>

## **Planning in the EYFS for geography**

*Children build a foundation of geographical skills and experiences through the ‘Understanding the World’ areas of the EYFS. Through carefully planned indoor and outdoor provision, children begin to use enquiry skills to make comments and ask questions about aspects of the world around them and where they live. They will explore the lives of people who are significant to them and begin to understand different occupations and ways of life. Staff will observe, interact and plan appropriate provision based on the children’s next steps for learning. Key observations are recorded by all staff using Tapestry – an online learning journey tool which is shared with parents.*

## **Equal Opportunities/Differentiation**

*All children are offered a curriculum appropriate to their abilities which builds upon prior knowledge. The teacher will differentiate the activities and provide extension work or added support so that all children may enjoy the learning process.*

## **4. The contribution of geography to teaching in other curriculum areas**

### **4.1 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. We organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop children’s writing ability. We also use environmental issues as a way of developing the children’s writing ability by asking them to record information and write reports and letters.*

### **4.2 Mathematics**

*Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use grid references. They also use graphs to explore, analyse and illustrate a variety of data.*

### **4.3 Information and communication technology (ICT)**

*We make provision for the children to use the computer in geography lessons where appropriate and incorporate ICT in our geography curriculum planning. Children use ICT in geography to enhance their skills in data handling and in presenting written work.*

#### **4.4 *Personal, social and health education (PSHE) and citizenship***

*Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organize campaigns on matters of concern to them, such as helping improving the environment. Thus geography in our school promotes the concept of positive citizenship.*

#### **4.5 *Spiritual, moral, social and cultural development and British Values***

*We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study. The IPC offers 'International' lessons, some of which consider the impact we have regarding geographical issues on a global scale.*

### **5 *Teaching geography to children with special educational needs***

**5.1** *At our school we teach geography to all children, whatever their ability or particular need. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that enable all pupils to make progress. We do this by setting suitable learning challenges using concrete, pictorial and abstract images and responding to each child's different needs.*

### **6 *Assessment and recording***

**6.1** *Children's work is assessed against the IPC 'Learning Targets'. Children self-assess their work using rubrics in lessons. Teacher's use the outcome of the progressive rubrics and lessons to record assessments using the Grange assessment tracker for the Foundation subjects.*

## **7 Resources**

**7.1** *All geography resources are kept in a centralised area, separated in topics. Resources include CD-ROMs, artefacts, books, photos etc as well as ICT software such as Purple Mash and Tango. Teacher resources are also stored in this area.*

## **10 Monitoring and review**

**10.1** *The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The geography subject leader gives the headteacher an annual report in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for scrutinising planning.*

*Monitoring of the standards of children's work and the quality of teaching in geography is the responsibility of the geography subject leader. This is done by:*

- *Planning scrutiny*
- *Book scrutiny*
- *Pupil interviews*
- *Learning walks*
- *Twitter*
- *Tapestry (FS1 and FS2)*

***Signed:***

***Date: Autumn 2018***