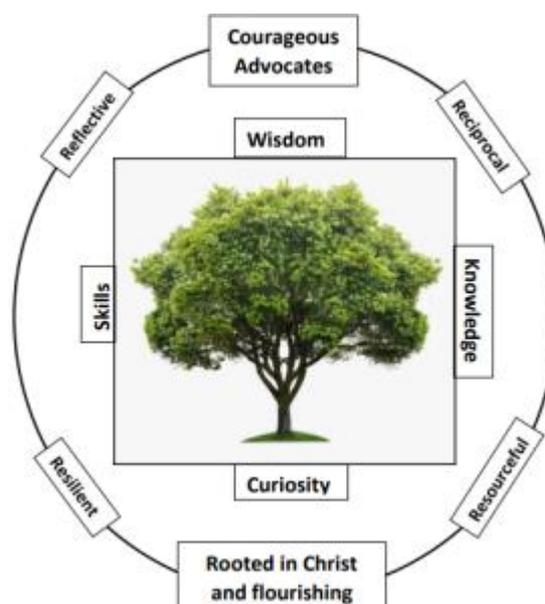




# Geography Policy

*'I have come so that they may have life and have it to the full.'* John 10:10



## **Our Vision Statement**

Our Christian family leads and encourages everyone to:

- Flourish; soar in faith and talents
- Serve others courageously
- Be excited and curious to learn

*We do this within our safe, happy, diverse and nurturing Christ centred environment ensuring 'all have life and have it to the full' John 10:10*

*We are God's children doing God's work.*

# WHITTLE-LE-WOODS C OF E PRIMARY SCHOOL

## POLICY STATEMENT FOR GEOGRAPHY

Whittle-le-Woods  
CE Primary School



God's Children doing  
God's Work

### **Policy Statement for Geography**

This policy reflects the school's values and philosophy in relation to the teaching and learning of geography. Whittle-le-Woods C of E Primary School considers that geography is an important part of its broad and balanced curriculum offered to all pupils in the school and it is taught within a Christian context.

This policy sets out a framework within which teaching and non-teaching staff can operate and it gives guidance on planning, teaching and assessment. The policy should be applied in conjunction with the National Curriculum guidelines and the school's planning for geography, which set out in detail what pupils in different year groups will be taught.

This policy is intended for all teaching and non-teaching staff, school governors and parents.

### **Purpose of Study**

Geography is a valued part of the curriculum at Whittle-le-Woods C of E Primary School. A high-quality geography education is important and 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. It is important that teaching equips pupils with knowledge about diverse places, people, resources, as well as natural and human environments. Also an understanding of the right of all people and cultures around the world to be valued and treated with dignity and respect. 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.

### **Examples of how we can Use our God given talents to benefit others in Geography**

Children who are involved in cubs/scouts will have developed map reading skills or vice versa. Identify areas of natural beauty within our local communities and create maps for others to follow to find these.

Share expertise with family and friends regarding key environmental issues.

Older children to help and encourage younger children to explain about key geographical issues.

Develop the local environment and improve it using their understanding -for example- plant trees, flowers in gardens, vegetable plots.

Younger pupils can use their passion for protecting the environment by collecting litter when they are out and about with their parents. Plan family trips using maps instead of relying on technology

### **Aims of our School**

Our school aims to ensure that all pupils do the following:

- Develop knowledge, understanding and enjoyment of Geography.
- Develop the pupils' ability to observe, learn about and record from the world around them.

- Develop an interest in the world around them and an appreciation of courageous advocacy, human achievements and aspirations.
- Understand the value of people and places in our society.
- Develop the pupils' ability to develop their own personal ideas, understanding that everyone has the right to their own opinions, to encourage working with increasing independence.
- Develop contextual knowledge of the location of globally significant places
- Understand the processes of key physical and human geographical features;
- Develop geographical skills needed to collect, analyse and communicate with a range of data gathered through experiences of fieldwork;
- 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.

By the end of each Key Stage, pupils are expected to have developed specific skills. The following outlines some of those skills. For a full list, please refer to the National Curriculum 2014 document (in Subject Leader Folder)

### **The Foundation Stage**

We teach geography in the EYFS classes as an integral part of the topic work covered during the year. As nursery and reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects 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 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.

### **Teaching and Learning Style**

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, high order 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 role-play and 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, for example research of a local environmental problem, or use of the internet to investigate a current issue.

### **Geography and ICT**

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. Children use ICT to enhance their skills in data handling (eg mountain, climate, population or river data) and in presenting written work. They research information through the Internet, online Digimap software and libraries of digital images (aerial photographs, for example). Digital mapping allows children to create their own overlay maps of local features.

## **Geography and Inclusion**

Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Learning Plans (ILPs). We strive to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those with learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps ensure that our teaching is matched to the child's needs. We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

## **Assessment for Learning**

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a *PowerPoint* presentation based on their investigations of different sources of energy. Teachers will assess children's work by: making informal judgements during lessons or on completion of a piece of work; the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work. We assess the children's work in geography while observing them working during lessons. Geography is assessed in accordance with the school's assessment policy; this enables the teacher to make a termly and end of year assessment of each child. The yearly assessment is included as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year. Samples of the children's work are kept in a portfolio to show progression of skills in geography in each year of the school.

## **The Role of Parents and Carers**

Parents and carers are encouraged to be involved in pupil's learning. The pupils are encouraged to share their work and ideas with their parents, during open evenings, visits to the school and at home. Parents and carers are invited into school to participate in workshop-type activities. The school usually provides resources for work in school, but may occasionally ask for support from home, building on the pupils' independent learning and skills of enquiry.

Parents are encouraged to help with activities within the classroom and this will be organised and supervised accordingly by the teacher. Older members of the community or relatives of the children may provide a valuable resource, by sharing their expertise.

## **Resources**

Resources are kept in a central store where they can be easily accessed. We also keep a collection of geography equipment and a set of atlases for both key stages in the library. The Digimap software is online and can be accessed by each class at the

same time. Chrome books can be used by the children to create their own maps and plan routes to places. The Schools Library Service also provides termly topic boxes, if requested.

### **Fieldwork**

Fieldwork is integral to geography teaching, and children will take part in practical geographical research and enquiry every year.

At Key Stage 1 children carry out an investigation into the local environment, and opportunities are provided to observe and record information around the school site and local area. At Key Stage 2 the children do a study of the local area and have as many fieldwork experiences as possible. We may also offer the Year 6 children the opportunity to take part in a residential visit.

### **Monitoring and Review**

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the subject leader. The work of the subject leader also involves supporting colleagues in their teaching, being informed about current developments in geography and providing a strategic lead and direction for this subject in the school.

Last reviewed April 2022