

Willerby Carr Lane Primary School



GEOGRAPHY POLICY

Introduction

Geography should provoke and answer questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It should develop 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 such it should prepare the pupils for adult life and employment. Geography should be a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It should also be an important link between the natural and social sciences. As pupils study Geography, they should encounter different societies and cultures. This should help them to realise how nations rely on each other. It could inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Children in the foundation stage are primarily taught Geography through the EYFS curriculum: Knowledge and Understanding of the World.

Aims and Purpose

Through our teaching of geography we aim:

- To help pupils develop a strong interest in their own surroundings and in the world in general and their place within it.
- To develop and use map reading and orienteering skills.
- To raise and answer questions.
- To appreciate the variety of physical and human conditions on the earth's surface.
- To develop and use their geographical knowledge and to be able to locate areas across the World.
- To allow pupils to acquire information from secondary sources as well as first hand observation, and develop skills that enable them to interpret and make sense of the knowledge they gain and recognise patterns.
- To allow pupils to investigate some aspects of the local and more distant physical and human environments.
- 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.



Objectives

Objectives for the teaching of Geography are listed in the National Curriculum document, but pupils should be taught the following knowledge, skills and understanding:

Geographical enquiry skills;

Knowledge and understanding of;

- places;
- patterns and processes;
- environmental change and sustainable development.

Organisation

The place of geography in the curriculum can be seen in the :

- Long term Plan – Identifying areas of focus.
- Termly outline plans – Covering the topic for the term and devised by the year group teachers to ensure all objectives are covered within phases.
- Short term lesson plans of year group teachers.

The Occurrence of Geography in the curriculum

- As a major focus for topic work
- As a smaller element within a topic
- As a discrete lesson/talk
- As part of an assembly
- In discussion
- During story time
- In displays both in the classroom and other areas of the school
- Opportunities for learning provided by naturally occurring events i.e. flooding will be utilised sensitively and appropriately.

Fieldwork is an important element of National Curriculum Geography and helps promote learning in all aspects of the subject. Children will be expected to behave in a considerate and responsible manner when undertaking fieldwork.

Resources

The whole school's geography resources are stored by topic in the Resource Room (in the green trays at the rear of the room). After use, books and equipment should be returned promptly and stored neatly.

The Geography Leader should be informed of all defects and breakages as soon as possible.

The Leader should be informed of any special equipment or resources that are required.

Planning & Progression

The teaching of Geography follows objectives/ guidance of the 2014 National Curriculum for Key Stage One and Key Stage Two pupils.

By the end of the Foundation Stage, children will have experienced and improved their knowledge and understanding of the world. They have the opportunities to explore through the ages and stages as laid out in the Early Years Curriculum.

Teachers are expected to adapt and modify the plans to suit their children's interests, current events, their own teaching style, the use of any support staff and the resources available. It is also important to make use of places and issues of local Geographical interest to provide a real context for learning where possible.



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 people, places and environments at different scales 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. They 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.

Assessment and Recording

In the Foundation Stage, geography is assessed as part of Knowledge and Understanding of the World elements of the e-profile.

Assessment will be ongoing based on levels provided by the National Curriculum. Teachers in KS1 and KS2 will complete a levels grid at the end of each year, for the subject leader to collate.

The subject leader for Geography will keep a digital record of work from classrooms and displays. The subject leader will observe lessons on an ongoing basis.

Health & Safety

When working with tools, equipment and materials, in practical activities and in different environments, including those that are unfamiliar, pupils should be taught:

- about hazards, risks and risk control;
- to recognise hazards, assess consequent risks and take steps to control the risk to themselves and others;
- to use information to assess the immediate and cumulative risks;
- to manage the environment to ensure the health and safety of themselves and others;
- to explain the steps they take to control risks.

Inclusion

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. Exceptionally able pupils will be challenged with open-ended tasks and questions. Fieldwork will be available for children with disabilities.

