

Geography Policy

1 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.

2 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 IT in geography lessons where this serves to enhance their learning. Wherever possible, we involve the children in 'real' geographical activities.
- 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;
 - grouping children by ability in the room and setting different tasks to each ability group;
 - using classroom assistants to support the work of individual children or groups of children.

3 Geography curriculum planning

- 3.1** Geography is taught through topic learning in each class; topics are chosen by the class teachers and link to the National Curriculum. The topics cover the objectives for each year group and links are made with other subjects. We make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

- 3.2 Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term in each year group during the key stage. Staff are involved in each year group. In some cases we combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.
- 3.3 Our medium-term plans follow the objectives stated for each year group and the plans give details of each unit of work for each term.
- 3.4 Each class teacher writes a short term a plan for each lesson. The class teacher keeps these individual plans, in the planning file.
- 3.5 We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

4 Foundation Stage

- 4.1 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 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 ELG objectives of developing a child's knowledge and understanding of the world through.

5 The contribution of geography to teaching in other curriculum areas

5.1 Literacy

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 ensure that some of the texts that we use in Literacy are geographical in nature. For example, in year 2 we use the Katie Morag books by Mairi Hedderwick to develop children's knowledge and understanding of Geography.

5.2 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 simple grid references. They also use graphs to explore, analyse and illustrate a variety of data.

5.3 Information Technology (IT)

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

5.4 Personal, Social Citizenship and Health Education (PSCHE) and

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.

5.5 Spiritual, Moral, Social and Cultural development

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. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

6 Teaching geography to children with special needs

- 6.1** At Corfield Church of England Infant School we teach geography to all children, whatever their ability. 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 match the needs of children.

7 Assessment and recording

- 7.1** We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the learning objectives.

8 Resources

- 8.1** Resources for geography are kept in the Staffroom. There are big books available to help teach Geography for the classes. We have a good supply of geography topic books in our School Library, that can be used in class by the children and teachers.

9 Fieldwork

- 9.1** Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry by providing opportunities to observe and record information around the school site.

10 Monitoring and review

- 10.1** The Geography coordinator leads the implementation, review and evaluation of the geography curriculum under the guidance of the head teacher.