



POLICY

for

GEOGRPAHY

What is Geography?

The role of geography is to enable pupils to understand the relationships between places, the human and physical processes that shape them, and the people who live in them. It is concerned with the past, present and future and helps pupils to makes sense of the outside world. Geography is about seeing, doing, enquiring and experiencing, and we strive to help our pupils develop lively and enquiring minds.

Aims

Through the work pupils cover in school we aim to help them to:

- Foster a sense of wonder at the beauty of the world around them.
- Gain knowledge and understanding of different places in the world.
- Explore the connections and links between these places, the people who live there and how this relates to their own lives.
- Understand the relationships between people and their environments and develop an awareness of the need to protect and conserve the environment.
- develop a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- Acquire the techniques and skills necessary for geographical enquiry.
- Develop important cross-curricular intellectual and social skills, including the ability to observe, analyse and communicate.

Objectives

The objectives of geography teaching in the school are based on the requirements of the National Curriculum programmes of study for KS1 and KS2. The geography curriculum of the school will therefore help pupils to experience the following key aspects of the programme of study. In both key stages 1 and 2 pupils study four strands.

<i>Strand A</i>	<i>Strand B</i>	<i>Strand C</i>	<i>Strand D</i>
<i>Locational Knowledge</i>	<i>Place Knowledge</i>	<i>Human and Physical Geography</i>	<i>Geographical skills and Fieldwork</i>

Children study locations in Britain and other parts of the world as well as key themes including rivers, weather, settlements, environmental changes and mapping skills.

Geography provision in the Foundation Stage

The Early Learning Goals set out the learning objectives for the seven areas of learning development in the Foundation Stage. Geography in the Foundation Stage comes under the strand 'Understanding the World' which looks at aspects of 'The World' and 'People and Communities'. In the Early Years we encourage the development of skills; knowledge and understanding that help F2 children make sense of their world. This learning forms the foundation for later work in geography. Geography is taught through a cross curricular approach and teaching links to both the children's own interests and experiences, as well as topic work. We provide a range of experiences both inside and out that encourage geographical exploration, observation, problem solving, critical thinking and discussion. Extensive use of the 'Barnbywoods' helps children to explore and learn through first-hand experience.

Organisation of Teaching and Learning

Key Stage 1 teaches geography in a rolling programme over a 2 year cycle.

A Local Study is covered during the cycle.

Each year during the autumn term the children have the opportunity to explore a contrasting locality through the International Arts fortnight.

Mapping skills and seasonal walks are delivered each cycle.

Key Stage 2 teaches geography in a rolling programme over a 4 year cycle.

Geography is planned using the Schools Scheme of Work (a four year rolling programme), which meets the National Curriculum requirements. Topics are usually a half term in duration.

Mapping Skills

The progressive development of mapping is very important. In the early years the attention of the children can be drawn to, a single object, a layout of toys, items on a play mat or a Lego model as seen from above. This can be transferred simply to paper. Pupils can move on to looking at bigger areas viewed from above e.g. local aerial photographs, enabling them to locate particular local features. The pupils should be given the opportunity to study plans and simple maps of the local area and every opportunity should be sought for them to find places on a map of Great Britain, Europe or the world. In Year 2 the mapping skills topic is introduced in order to clarify and refine these skills.

As they progress through Key Stage 2 the pupils should be using maps and plans of different scales, co-ordinates and four-figure grid references. By the end of Key Stage 2 they should be able to follow routes, measure distances and directions, use contents pages and the index of an atlas, and be familiar with specific locations in the United Kingdom, Europe and the world.

The pupils own map making can progress from simple plans or maps of objects or small areas e.g. tops of tables, own bedroom, the classroom, to those which they can envisage from different views such as places along a short route e.g. the journey to school. The pupils should be encouraged to give increasing attention to the relative size position of features depicted on a map. This should then lead to the making of maps and places at a variety of scales using symbols and keys.

Four on-going topics are used throughout school to promote and enhance the geography curriculum.

1. Individual Scrapbooks (on-going from F2 to Year 6 at a developmentally appropriate level)

Each child in school has a scrapbook which lasts for one year. The book is divided into three sections relating to the school year e.g. autumn term, spring term and summer term. The main aim of the scrapbook is to help develop geographical awareness through personal and relevant experiences. However, it also provide very strong links across the whole curriculum.

The scrapbooks are used regularly in school in a variety of ways, for example, in pairs, small groups and as a class sharing the scrapbooks to find out about each other's interests, places visited and locating places on maps and globes etc.

The scrapbooks contain three maps. A map of the world, a map of the United Kingdom and Ireland, and a map of South Yorkshire this allows children to plot on the relevant map the places they have visited, helping them to develop a 'sense of place' and become familiar with maps and where places are located.

2. Travelling Class Bear (On-going from F2 to Year 6 at a developmentally appropriate level)

This involves the pupils taking a class bear or age appropriate toy/object home or on holiday with them. They are encouraged to take photographs of the bear in significant locations and collect a souvenir with relevance to the place they have visited.

In F2 and KS1 the class bears are sent home each week whilst in KS2 the children ask to take their bear/toy home for the weekend or a holiday. The pupils take photographs with the bear and write about their adventures in a book. On return to school they share their experiences their class.

In F2 the class then talk about the experiences and write a sentence together about the adventures. The pupils then illustrate their copy of the sentence which they then take home. Over the year this work builds into a folder which parents can share with their child, developing an awareness of the world around them through shared experiences.

3. Where in the UK/World in Barnaby Bear?

To promote geographical enquiry and develop thinking skills, each week a geography quiz is run in school. The quiz focuses on the travels of 'Barnby Bear'. Every Monday during assembly, a clue to help the pupils locate where 'Barnby Bear' is in the world is shared with the pupils. The quiz is open to all pupils and encourages them to use different sources of information to find out the answer. The winner is announced the following Monday.

4. What's in the News? (On-going from year 1 to year 6 at an appropriate level)

This involves pupils being aware of events happening from around the world. They need to keep up to date with current affairs, news stories and newspaper articles. Any events can be located on a map of the world and lead into class discussions/debates if relevant. Maps are located either in classroom or key stage shared areas.

International Arts Fortnight

Each year during the autumn term, whole school learning focuses on a particular country. A two week teaching block immerses the pupil in exploring and celebrating the country's rich and diverse environment, heritage and culture. Past foci have included India, South America, Australia, China and Africa. This approach enables the school to make the best possible use of resources to further all pupils' knowledge and understanding, for example, providing opportunities to work with visiting artists and musicians.

Assessment

All achievement in geography is teacher assessed. It is the teachers' responsibility to ensure that assessment opportunities are planned for. A mind map should be produced at the beginning of a new topic and expanding at the end to show progress in knowledge. On-going marking and observations of pupil's work will inform teacher assessment. A tracking sheet is used to record children's knowledge and geographical skills. In line with the rest of school the sheet links to Curriculum 2014 and the assessment model adopted throughout school. Tracking sheets are filled in at the end of a teaching unit. At the end of the academic year they are passed on to the next teacher to ensure knowledge and skills are built upon each year.

Celebration of Success

It is important that pupil'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.

Equal Opportunities

Every pupil has equal access to the geography curriculum regardless of learning ability (including SEN and G&T), age, gender or cultural background. We provide all pupils with a wide range of activities and encourage every pupil to develop his/her full potential.

We avoid reference material which reinforces gender or cultural stereotyping. It is important that pupils develop their own sense of worth and an increasing sense of their own place in the community and the wider world. In addition, there are many opportunities in the teaching of geography to foster the attitudes of consideration, understanding and tolerance of others.

Inclusion

Pupils of all abilities can benefit from the geography curriculum. All pupils will be given the opportunity to develop their abilities to their fullest extent regardless of age, gender, race, cultural or linguistic background, or any physical or sensory disability.

Every opportunity will be made to provide for the individual educational needs of all pupils and where possible additional teacher support or special equipment/resources will be provided.

Through appropriate planning we should stretch the most able pupils by providing more challenging activities and having a high expectation of their performance. At the same time we should ensure that less able pupils are given a greater level of support that allows them to reinforce and consolidate their skills and knowledge and achieve success.

See related policies for:

- Special Educational Needs
- Race Relations and Cultural Diversity
- Multicultural Education
- Inclusion

PSHE and Citizenship

It is our policy to foster positive attitudes to all aspects of geography. It is important that pupils develop their own sense of worth and an increasing sense of their own place in the community and wider world. Multicultural themes are often encountered in geography, which affords opportunities to promote understanding through

An interest in people and places beyond their immediate experience;

- An awareness of cultural and ethnic diversity within our society while recognising the similarities of activities, interests and aspirations of different people;
- Tolerance toward people who hold different values and beliefs.

The school's geography scheme of work provides opportunities to promote PSHE and citizenship:

- Developing the skills they need to share opinions and explain their views, listen to others and work co-operatively.
- Providing opportunities to share their achievements and develop a sense of pride in their own work.

ICT

Geography is enriched by the use of ICT and pupils are encouraged to use appropriate ICT to facilitate and enhance their learning in geography.

- The internet provides access to images of people, places and environments that would otherwise be difficult to experience.
- Up to date maps and images e.g. 'Google earth' are accessible when necessary.

Health and Safety Procedures

Fieldwork is first-hand experience and is an essential part of geographical place study. We have high regard for the safety of the pupils in all activities. This is a particular consideration when organising class visits or taking pupils out into the local area. Risk assessments will be completed before any visit, a preliminary visit carried out by staff, parents will be informed and all consent information will be gathered. Risk assessments are carried out using the QES online system. Visits will be cancelled if the safety of all party members is in doubt.

Resources

Where possible geography should be taught through first hand experiences. Secondary sources may be used to develop skills which can later be applied to the children's own environment.

All classrooms are equipped with up to date world maps and globes, and contain a geography book box. General maps, globes, plans and photographs are stored in the central resource drawers. Teachers' resources such as books including a full class set of atlases are located on the central resource shelves under Geography.

Monitoring and Management

The subject leader for Geography works with the whole staff to develop a cohesive experience throughout school.

It is the responsibility of the subject leader to:

- Monitor and evaluate Geography within the school.
- Form regular action plans and respond appropriately to ensure the development of the geography curriculum throughout school
- Keep up to date with developments in Geography provision and teaching.
- Attend any relevant training and meetings.
- Liaise with staff, providing support where necessary.
- Monitor and review the planning and delivery of Geography throughout the school.
- Be responsible for the purchase, maintenance and organisation of resources.

It is the responsibility of other staff to:

- Plan work for their own class.
- Collect resources specific to their planned work.
- Make a preliminary visit where fieldwork is planned.

Evaluation

The effectiveness of this policy is reviewed every 3 years or in response to any significant changes in the geography curriculum.

Reviewed April 2016

Next review April 2017