



## Discovery Primary School Geography Policy

### **Purpose:**

The purpose of this policy is to describe our practice in Geography and the principles upon which this is based.

### **Aims:**

Geography teaching inspires pupils' curiosity and fascination about the world and teaches an understanding of places and environments. Through the children's work in Geography they will learn about their local area and they compare their life here with that in other regions in the United Kingdom and in the rest of the world. Whilst learning about physical and human processes children will also gain an understanding about diverse places, people, resources and natural and human environments. Children will 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 motivates children to find out about the physical world.

### **Principles/values:**

This policy is based on our commitment to:

- Develop contextual knowledge of the location of places, seas and oceans, including their physical and human characteristics.
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Children are competent in the geographical skills needed to:

- Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes.
- 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 and writing at length.

### **Equal Opportunity:**

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of ability, race, gender, religion, social background, culture or disability. Discovery Primary School actively promotes British Values and supports Prevent duty throughout its teaching and learning inclusive of this policy.

### **Consultation:**

This policy was written by Claire Barnard, History and Geography subject coordinator, in consultation with:

- Teaching staff
- Governors

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- Parents – via the school website

### **Sources and references:**

- National Curriculum statutory guidance.
- Non-statutory programmes of study for Geography (including Edison schemes of work).
- The Prevent Duty – Department of Education

### **Planning:**

We use the Edison curriculum for our planning. We have adapted this to include our local area, i.e. 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 predominates in our own immediate area.

Our curriculum planning is three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in Edison topic during each key stage. Edison planning is used as a medium term plan that class teachers use as a basis for their weekly plans.

We use the Edison curriculum as a basis for the medium term plans. This gives details of each unit of work for each term. The subject leader reviews these plans on a regular basis.

Each class teacher creates a plan for each lesson. These plans list specific learning objectives and expected outcomes for each lesson. The class teachers keep these individual plans and discuss them with the geography subject leader on an informal basis. English skills should be incorporated into Geography lessons with regular writing opportunities.

The topics in Geography are planned logically so that they build on 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 advance through the school.

### **Teaching:**

The principle aim is to develop the pupil's knowledge, skills and understanding; this is achieved through whole class teaching as well as assisting individual pupils with enquiry-based research activities. The pupils are encouraged to evaluate both their work and the work of their peers whilst asking and answering geographical questions. The pupils are given the opportunity to work as a group, and independently, using a wide range of resources such as maps, statistics, graphs, pictures and aerial photographs. Wherever possible we engage the children in 'real' geographical activities, for example research into a local environmental problem, or use of the internet to investigate a current global issue.

Geography is particularly linked to work in other curriculum areas, which includes English, Maths and ICT.

English provides a strong cross curricular link in the following ways:

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- Reading and writing are essential for the processes of finding out about and communicating an understanding of geography.
- Discussion, drama and role play are aspects of the programmes of study for speaking and listening and are important ways for pupils to develop their understanding that people have different viewpoints and perspectives of their world.
- With careful planning, geography text and the reading and writing tasks completed in geography can provide opportunities for pupils to develop and apply their skills and understanding of English.

In Geography opportunities arise for pupils to apply their mathematical skills through:

- Collecting, recording, presenting and interpreting data.
- Positional and directional languages.
- Co-ordinates and map skills.

Computing can assist the pupils' learning in Geography by:

- Enhancing their skills of geographical enquiry.
- Providing a range of information sources to enhance their geographical knowledge.
- Enhancing skills in data handling and in presenting written work.
- Providing access to images of people, places and environments through the internet and libraries of digital images such as aerial photographs.
- Contributing to children's awareness of the impact of computing on the changing world.

#### **Organisation:**

Geography is taught across both Key Stages. All children have access to the Geography curriculum and each year builds on prior skills. We use the Edison curriculum as a basis for the long and medium term plans. This gives details of each unit of work for each term.

#### **Homework/parent partnership:**

Links to Geography are made in English homework whenever possible. Research projects based on upcoming Edison units are regularly set as homework over school holidays.

Community links are actively sought through the involvement of parents, and the participation in local events outside of normal school hours. During some of the units detailed above, Discovery pupils visit the local community to carry out various investigations.

#### **Resources:**

The Geography resources are easily accessible in a central store where there is a box of equipment for each unit in Edison. We also keep a collection of Geography equipment which the children use to gather weather data and a set of atlases for both key stages. The storage and maintenance of equipment and resources is the responsibility of the Geography coordinator. Any breakages are reported immediately to the Geography coordinator who can then replenish supplies and remove any dangers.

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We also have National Geographic magazines from Year 2 upwards and in the library we have a good supply of geography topic books to support the children's individual research.

#### **Assessment:**

Children demonstrate their ability in Geography in a variety of ways.

- Observations of pupils or groups on task
- Discussion with pupils about their tasks
- Work in books
- Pupil's own evaluation of their work

Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and provides the child with verbal or written feedback to help guide his or her progress. Children in Key Stage Two are encouraged to make judgements about how they can improve their own work.

These assessments:

- Inform future planning
- Provide information about individuals or groups
- Provide summative information
- Provide information for parents

These assessments are carried out throughout both Key Stages and are the responsibility of the class teacher with support from the Geography coordinator.

#### **Monitoring and evaluation:**

The governor with responsibility for Geography is primarily responsible for monitoring the implementation of this policy. This will be through annual discussion with the subject leader and consideration of the evidence included in the subject leader portfolio. The governor will report on this to the curriculum committee annually. The work of the subject leader will also be subject to review by the head teacher as part of our performance management arrangements.

#### **Other documents and appendices:**

The Geography policy should be read in conjunction with the 2014 National Curriculum and our policies for:

- British Values
- SEN policy
- Equal opportunities

#### **Governor approval and review dates:**

This policy was ratified by the full governing body in the Spring term of 2016. It is due for review by July 2018.