

Central Primary School



Geography Policy

Our motto: Children are Central

Geography forms part of our topic based approach to learning at Central Primary School and is often a focal point around which the half termly curriculums are based. As a school we believe it is important that children develop an understanding of different places and environments. Through their work in Geography children learn about their local area, other countries and they compare their life in these areas with that of other UK areas and the rest of the world.

Through their Geography education they learn how to draw and interpret maps, and they develop the skills of research, investigation, analysis and problem solving. Through their study of Human Geography children gain an appreciation of life in other countries and cultures. In Physical Geography children learn about how the world around them, the processes that occur and features of the physical environment.

Aims and objectives

The national curriculum for Geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining 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
- 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
- gain knowledge and understanding of places in the world and what it means to be a citizen in a multi-cultural country
- develop a commitment to sustainability, and an appreciation of what 'global citizenship' means

Teaching and learning style

Our geography teaching focuses on enabling children to think as geographers. In order to do this we place an emphasis on examining geographical sources and by undertaking field work. Geography field work should be conducted both in the local area around the school and as part of visits to geographically interesting sites.

The topic approach we take to teaching Geography allows the integration of learning and skills from other curriculum areas into the Geography curriculum. Our topic approach sees Geography taught in a sequential unit of work where it is intertwined with History, Art and Design, Design and Technology, Science, PSHCE and Religious Education as appropriate

to the focus of the individual topic. This allows teachers to draw children's attention to links between the individual subjects and provides a rich and deep learning experience. For more information on the topic curriculum please see the curriculum policy or the curriculum section on the school's website.

In addition to the topic approach we recognise that there are many links between English and Geography. We recognise and value the importance of stories in geography teaching, and we regard this as an important way of stimulating interest in different places and aspects of Physical Geography. We also recognise the power of using drama and other speaking activities to develop pupils understanding of geographical events that have happened. Written work is another key aspect of the Geography work that takes place and writing summaries, analyses, information texts and articles gives pupils another practical application for the skills they learn in their English lessons. It is an expectation that we would see the word, sentence and grammar skills taught through work in Geography as much as through work in English and other literacy based subjects.

There are also many links between Geography and Maths. An understanding of data handling and effective measuring are just two examples. Teachers plan in opportunities to draw together learning from their Maths lessons to their Geography lessons. This might include activities such as the creation of a graph (data handling) or a variety of other activities.

Our Geography curriculum also helps develop the thinking and interpretation skills of children. We focus on helping children understand that geography can be looked at from different perspectives, and that they should always ask searching questions, such as 'how do we know?', about information they are given. We also start to educate pupils about how different information might be interpreted in a variety of different ways, and by different people. We encourage them to ask questions and then to try to find the answers using the resources available to them.

Assessment

The Geography curriculum is assessed through the school's Geography Progression Cards which detail the skills and learning areas in geography. Each term teachers compile assessments of the geographical skills of their pupils and this informs the children of their next steps.

Inclusion

We recognise that in all classes children have a wide range of ability in Geography, and we seek to 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 tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some children not completing all tasks;
- Changing the learning methods (drama, written) to suit the learning needs of different children;
- Varying the length of time, resource or support receives within a lesson;
- Providing resources of different complexity, depending on the ability of the child;
- Using adults to support children individually or in groups.

Early Years Foundation Stage

Geography is taught in the Early Years, through the development of pupils' learning in Knowledge of the World and through discussion and learning about geography in their local area and in places that interest them. This learning lays the foundations for the acquisition of skills and further learning in Key Stages One and Two.

Resources

There are sufficient resources for teaching Geography in school with all resources being stored in the topic boxes in the resources cupboard. Books which relate to the various topics are stored in the book corners in each classroom allowing children to develop their own interests further through their own independent reading.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Geography Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through the exploration of both Physical and Human Geography and through the development of pupils' understanding of how things develop and change.

Review

This policy will be reviewed at least every two years.