

GEOGRAPHY POLICY – PRIMARY SCHOOL

MISSION STATEMENT

“Our purpose is to create a happy, secure and stimulating learning environment within which all members of our community can achieve their full potential and develop a commitment to lifelong learning”.

Adopted	May 2008
Review Date	Summer 2011

INTRODUCTION

The importance of geography in the curriculum

Geography provokes and answers questions about the natural and human worlds, using different perspectives. It develops knowledge of places and environments throughout their world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is an important link between the natural and the social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Aims in Geography involve:

The study of Geography aims to help children make sense of their physical and human surroundings and extend their knowledge and understanding of more distant places. It provides a framework in which students can place local, national and international events and enable them to function more effectively as individuals and members of society.

Geography is a valuable medium in which students can develop attitudes and values towards local, regional, national and international issues.

This document sets out the guidelines for the teaching of geography within the Primary School at St Julian's. The policy aims to incorporate the objectives within St Julian's mission statement.

There are three main purposes to this policy:

- It establishes an entitlement for all pupils
- It establishes expectations for the standards to be achieved
- It states the school's approaches to this subject in order to promote public, and particularly parents' understanding of the curriculum.

CURRICULUM OBJECTIVES

The school delivers the Geography Programme of Study as defined in the English National Curriculum. The Quality Curriculum Authority's Scheme of Work Units supports this programme of study for Geography.



The aims of the subject should be realised by all pupils, regardless of ability, gender or ethnic group. The objectives can be summarised as follows:

- To develop geographical enquiry and skills
- To develop knowledge and understanding of places
- To develop an understanding of patterns and responses
- To develop an understanding of environmental change and sustainable development

SKILLS

The work in geography has been planned to develop the following skills.

Individual skills that are needed in geography include:

- Map reading and orientation
- Collecting data and conducting surveys
- Observing - making accurate observations
- Enquiring - asking and answering geographical questions
- Measuring - effectively using appropriate equipment
- Recognising patterns - seeing relationships
- Predicting - applying knowledge to differing contexts
- Interpreting - drawing conclusions by analysing evidence
- Communicating - speaking, listening, reading, writing, numerical and graphical
- Organisation and study - the ability to plan and present work, study independently and make good use of time.

PROGRAMME OF STUDY, ORGANISATION AND PLANNING

In the Foundation Stage Geography is incorporated into the area of learning entitled Knowledge and Understanding of the World. By the end of the foundation stage pupils should have attained the Early Years Goals for Knowledge and Understanding. Basing geography on the NC programmes of study along side the QCA documentation ensures that complete coverage is achieved and that, within a given year, a balance is maintained (long term topic grid). In addition, there will be a balance between the acquisition of knowledge & understanding and the development of investigational skills. The organisation of content in the scheme of work will allow all pupils to build on previous experiences to ensure that progression in knowledge and skills can be achieved.

In some cases, units of geography work will be linked with other National Curriculum subjects thus allowing a cross-curricular approach that combines complimentary knowledge and skills.

In certain areas the curriculum is adapted to more suitably reflect the environment and culture that surrounds us.

DIFFERENTIATION/SPECIAL NEEDS

Teaching is effectively differentiated within mixed ability classes and lesson plans identify the different ability levels.

Teaching is differentiated by:

- Outcome
- Task
- Questioning
- Level of support

A variety of classroom management strategies are used in order to support and ensure effective differentiation takes place.

EQUAL OPPORTUNITIES

All children, irrespective of gender, race or ability are offered every opportunity to develop their geographical skills through a variety of tasks and use of resources.

ASSESSMENT

Formative assessment is used during lessons and teachers utilise a variety of methods (questioning, discussion, marking, feedback, etc.) in order to determine how each pupil is progressing. Objectives for Geography are assessed after each unit of work.

CURRICULUM TIME

The distribution of Geography lessons through the year differs between year groups according to the topic being studied. This access time amounts to one period per week. In foundation Geography is taught through topics within the area of knowledge and understanding of the world.

RESOURCES

The responsibility for maintaining an adequate supply of resources rests with the individual year groups. The effective management of these resources is also the responsibility of each classroom teacher who uses them.

HEALTH AND SAFETY

Teachers are responsible for the safety of their pupils and they ensure at all times that the pupils are working and behaving in a manner that will not cause harm to themselves or to other pupils or to the environment.

TEACHING METHODS

Geography is a subject based around enquiry. It is therefore essential to employ teaching methods that maximise the potential for pupils finding out and communicating about their world, locally, regionally, nationally and internationally.

A balance is sought between imparting information and encouraging children to become active enquirers; and between class, group, paired and individual work.

In addition to the use of books and worksheets, use is also made of audio-visual aids, ICT, group work, display, project work (based on individual or group research) and practical work.

LINKS WITH PARENTS

Parents receive an annual written report and are invited to three parental interviews during the school year.

Teachers also keep parents informed at other times as necessary. In Key stage 2 the Planner as a home-school link is actively encouraged.