



## **Geography Policy**

**Signed on behalf of Trustees.....**

**Date.....**

**Review Date: September 2018**

Aims and Objectives

Geography is split into two main categories: Physical Geography and Human Geography. It teaches an understanding of places, environments and the factors that affect them. Through their work in geography, children learn about their local area, they 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 recognise the importance of sustainable development for the future of mankind.

The objectives for Geography in our school:

- For children to gain knowledge and understanding of different places and environments from around the world.
- For children to know how geographical factors influence a multi-cultural society, which in turn will support their knowledge and understanding of other cultures. This is to be used to help them become respectful and positive members of a multicultural society.
- To be able to understand the impact of a range of environmental factors, encouraging them to think about sustainable methods and developments in society.
- To use their knowledge of environmental factors and sustainability to consider their impact on a local, national and global scale.
- To develop a range of skills such as: computing, problem solving, researching, investigating and reporting. They will do this through a range of activities and opportunities with an emphasis on fieldwork.

### Teaching and Learning

Effective teaching is often demonstrated when it is centred on different learning opportunities for the children. Across the school there will be opportunities for children to lead their learning through Geography. All activities must be engaging and motivational and take place in a safe, secure and supportive learning environment.

At Tinsley Meadows, we believe that children benefit from collaborative learning. Geography will be based on a whole-class teaching method with multiple opportunities for children to ask and answer questions that are based along a geographical line of enquiry. It is essential that within each session, the children are given time to explore the fundamental ideas behind the learning and are given opportunities to discuss this with others to reinforce their own understanding using a range of different Kagan strategies. To keep sessions engaging and motivational for all learners, the children will experience Geography through role play, research and, where possible, real-life fieldwork in the local area.

At our school, we recognise that the children present a range of abilities in all areas of their learning. In order to enable all children to access the geography curriculum, effective differentiation is key and will be achieved by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty;
- providing resources of different complexity, according to the ability of the child;
- using teaching assistants to support the work of individual children or groups of children.

### Geography Curriculum Planning

At Tinsley Meadows, we offer children a creative, broad and balanced curriculum. To ensure that we meet the national curriculum requirements, each aspect is covered at least once throughout the KS1 or KS2. The curriculum grid (appendix 1) shows which topic is covered in which year group. It is the responsibility of the class teachers to plan collaboratively and cover all of the geographical skills that are set out in the National Curriculum whilst ensuring that learning builds on the skills that they have been taught previously – the Geography Skills Progression document (appendix 2) should be used alongside the National Curriculum when planning units of work. Teachers are also to ensure that the children are being given exciting opportunities to carry out investigations, research and apply the skills that they learn. It is the responsibility of the subject leader to ensure that all teachers are explicit about the skills they are covering within each unit of work.

### Geography across the curriculum

As with all subjects, children need to be taught that the Geographical skills that they cover during Geography based topics are not restricted to one subject. Teachers are expected to draw attention to where skills overlap between subjects.

### **Literacy**

Geography actively encourages the use of reading, writing and speaking and listening skills that are used in Literacy. It is especially important for the children in our school to practise and apply these skills wherever possible. This can be done through the use of geographical texts in Literacy or Guided Reading.

### **Maths**

Maths and Geography are strongly linked in a variety of ways. The children will consolidate their knowledge of co-ordinates, maps and graphs. This will allow them to explore and analyse a range of data. Through their map work, they will be able to study space, scale and measure.

### **PSHE**

The study of Geography allows the children to develop an understanding of development, migration and the factors that can affect this. The study of different areas, economies and environments will aid their understanding of how different people live and the circumstances that affect them. This will help the children develop into positive citizens. The studies of environments, recycling and the impact that humans have on the Earth will encourage a sense of responsibility in the children.

## **ICT**

Information and communication technology enhances our teaching of geography, wherever appropriate, in each key stage. The children are to use ICT to enhance their skills in data handling and in presenting written work. They research information through the Internet and libraries of digital images (aerial photographs, for example). The children will also use ICT to explore map work and make use of resources such as Google Maps regularly

## Assessment

Geography will be assessed against three main categories: contextual world knowledge, understanding and competence in geographical enquiry. At the start of each topic, teachers are to find out what the children already know in order to help create a baseline for assessment and ensure that they are providing a challenging but accessible topic. Teachers are to undertake informal formative assessment in each lesson to assess the children's' understanding of the objective. There are to be regular opportunities built into lessons to provide children with verbal feedback in order to ensure that the children clearly understand what geography skills they have successfully developed within a lesson. More formal assessment is to take place throughout geography-centred topics through homework and other written tasks.

At the end of each year, teachers will assess each child against the framework attached to this policy (appendix 3). They are to determine whether the child is below expectations, meeting expectations or above expectations for their age. This information is to be shared with the parents of each child at the end of the year and passed on to the relevant member of staff for the next year.

## Resources

There are a range of resources available in school. It is the responsibility of the subject leader to audit these resources at least once a year to ensure that they are of good quality and relevant to the topics that are being covered in school. It is the responsibility of class teachers to ensure that they are cared for during lessons and are promptly returned to the cupboard along the key stage two corridor. All year groups have a class set of atlases to share. The school also subscribes to DigiMaps and the Geography Association.

## Fieldwork

Fieldwork is an essential part of good geography teaching. It provides children with an opportunity to practise the skills that they have learnt and to see geography in action. Children are to be given frequent opportunities to take part in fieldwork with one visit per year group based on their current topic. This does not include fieldwork that takes place in the local environment and at school. It is essential that children are given the opportunities to explore geography within the local area to practise the skills that they are taught within lessons and staff members are encouraged to include fieldwork in the local area whenever relevant.

### Monitoring

The monitoring of effective teaching and geography skills progression is the responsibility of the subject leader. This will be done through book scrutinies and lesson observations. It is the subject leader's responsibility to ensure that they are well-informed about the developments in primary geography pedagogy, to support colleagues and provide clear leadership in this subject throughout the school. They are to produce an action plan, budget and yearly planning for the subject.

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