

## Burton Leonard Church of England (VC) Primary School



### Geography Policy

#### Aims and objectives

Our aim is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We aim to develop knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Knowledge about the world will help our children to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Through geographical knowledge, understanding and skills we aim to find out how the Earth's features at different scales are shaped, interconnected and how they have changed over time.

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.

## **Teaching and learning style**

We use a variety of teaching and learning styles in our geography lessons. We use whole-class teaching and group work and we combine these with enquiry-based research activities. Children are encouraged to ask questions and have the opportunity to use a variety of data; maps, statistics, graphs, pictures, and aerial photographs. ICT is used to enhance learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

## **Geography curriculum planning**

We use the national scheme of work for geography as the basis for our curriculum planning and use a cross-curricular creative approach where possible.

Our curriculum planning is in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage. The geography subject leader works this out in conjunction with teaching colleagues in each year group. We combine the geographical study with work in other subject areas. At other times we arrange for the children to carry out a geographical study independently.

Our medium-term plans follow the national scheme of work and give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis. The class teacher prepares short-term plans which list specific learning objectives and expected outcomes for each lesson.

## **Early Years Foundation Stage**

We teach Geography in EYFS as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs). Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities linked to ELG 13 People and Communities and ELG 14 The World.

## **Inclusion**

At our school we teach geography to all children, meeting ability and individual needs. We are a 'dyslexia friendly' school, providing a broad and balanced education to all children. Through our Geography teaching we provide learning opportunities that enable all pupils to make at least good progress. We strive hard to meet the needs of those pupils with Special Educational Needs, those with disabilities or those with special gifts and

talents. We do this by setting suitable learning challenges and responding to each child's different needs.

### **Assessment for Learning**

Children demonstrate their ability in Geography in a variety of different ways. Teachers will assess children by making informal judgements during lessons and through levels of questioning. On completion of a piece of work, the teacher assesses the work and uses this information to plan for future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

### **Monitoring and Review**

It is the responsibility of the subject leader to monitor the standards of children's work and the quality of teaching in Geography. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for Geography in the school. The subject leader evaluates strengths and weaknesses in Geography, and indicates areas for further improvement. The subject leader has specially-allocated time for fulfilling the vital task of reviewing samples of children's work, and visiting classes to observe geography teaching.

Subject Leader Mrs Leader

Adopted Summer 2016

Next review Summer 2019



Amanda Tounson

