

Castleton&Glaisdale Federation

Geography Policy June 2015

Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world.

The aims of geography are:

- To help understand our own way of life in relation to others
- To arouse interest in the physical characteristics apparent in different areas and to develop an understanding of the effects of these characteristics
- To help give pupils a sense of identity as part of the local community and the nation
- To help children to begin to understand and appreciate peoples' influences on each other and on the greater world environment
- To contribute to pupils' knowledge and understanding of other countries and cultures of the world and , in so doing, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country
- To allow children to learn graphic skills, including how to use, draw and interpret maps
- To enable children to know and understand environmental problems at a local , regional and global level
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate style. To develop these through outdoor studies, visits and other relevant experiences.

Teaching and Learning styles

We use a variety of teaching and learning styles in our geography lessons. The lessons are mainly whole class based with opportunities for individuals to take part in enquiry – based activities. We encourage children to ask as well as answer geographical questions. We offer them a variety of data, such as maps, statistics, graphs, pictures and aerial photographs and enable them to use IT in geography lessons where this serves to enhance their learning.

We 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 common tasks which are open ended and can have a variety of responses
- Setting tasks of increasing difficulty
- Grouping children by ability and setting different tasks
- Providing resources of different complexity
- Using classroom assistants to support the work of individual children or groups of children.

Planning

We use the national scheme of work for geography as the basis for our curriculum planning. We adapt this to the local circumstances of the school i.e. we make use of the local environment for our field work etc.

Because we have mixed age classes, our planning is based on a four year rotation cycle. The work is planned so that the children will revisit all aspects of the Geography Curriculum every two years and in doing so will progressively develop and widen their experience and knowledge whilst reinforcing their learning.

At Key Stage 1 the studies are closely related to the local environment and the children's immediate experiences.

Each element of geography will be integrated into the class theme wherever possible and will contain a mixture of knowledge, practice of skills and study of real places. The children will be involved in personal study through research in the library, group study and whole class lessons where each is appropriate.

At Key Stage 2 the importance of the local environment is still emphasised with a greater awareness of other aspects relating to world issues.

The village, the moors and the coastal area provide a rich resource for the study of geography and this area will provide the focus of study from which basis they will widen their interest to more distant and contrasting localities.

Foundation Stage

We teach geography 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) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from different countries etc.

The contribution of Geography to teaching in other curriculum areas

English

Geography actively promotes the skills of reading, writing, speaking and listening. Some group reading texts are geographical in nature. Key Stage 1 uses the Katie Morag books to develop children's knowledge and understanding in the QCA unit, 'An Island Home'. Key Stage 2 has debates on environmental issues which promote speaking and listening skills. Reports, letters and recording information develop children's writing ability.

Mathematics

Children are taught how to represent objects with maps. The children study space, scale and distance and learn how to use four and six figure grid references. They use data to illustrate in a variety of ways- bar graphs etc. and use graphs to explore and analyse a variety of data.

ICT

Children use ICT to enhance their skills in data handling and in presenting written work. They research information through use of the internet.

PSHE and Citizenship

The subject matter lends itself to raising matters of citizenship and social welfare. Children study the way people re-cycle material and how environments are changed for better or for worse. It also gives children opportunity to take part in debates and discussions. Geography promotes the concept of positive citizenship.

Teaching Geography to children with special education needs

Geography is taught to all children, whatever their ability. It forms part of the school curriculum policy to provide a broad and balanced education to all children. Suitable learning challenges are set according to each child's different needs. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels.

We enable pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, a risk assessment is put in place prior to the activity to ensure that the activity is safe and appropriate to all pupils.

Assessment and recording

Children's work is assessed by making judgements as teachers and teaching assistants observe the children during lessons. Once the children complete a unit of work, we make a summary judgement of the work for each pupil as to whether they have yet to obtain, have obtained or exceeded the expectations of the unit. We record the results on assessment sheets (attached) and this goes into the individual child's file. These results provide the basis for assessing the progress of a child and to plan future work.

Resources

The school provides a collection of geography equipment which the children can use to gather weather data and a variety of atlases. In the library we have a good supply of geography topic books. There is a range of educational software to support the children's individual research and websites are also used for this purpose.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

The Foundation Stage and Key Stage 1 children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site.

At Key Stage 2 the children do a study of the local area and compare it with other areas in the U.K. and abroad. Extensive use is made of The Moors Centre at Danby for both Key Stages. Visitors are invited to talk about local issues and to talk about other countries. Children from our school meet together with children from other Esk Valley schools to take part in experiences such as orienteering and problem solving. We offer the years five and six children the opportunity to take

part in a residential visit to Peat Rig and are consequently introduced to many Geographical skills such as map reading etc.

Monitoring and review

All teachers and teaching assistants are involved in the implementation and monitoring of the subject. The topic is reviewed during staff meetings and PD days during which alterations and amendments are put in place for future long term plans.

Review June 2018