



## Kirkby CE Primary School Geography Policy

### 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. 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 aims of Geography are:

- to enable children to gain knowledge and understanding of places in the world;
- to increase children's knowledge of other cultures 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, computing and technology, investigation and how to present their conclusions in the most appropriate way.

### Teaching and learning style

We use a variety of teaching and learning styles in our Geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. At Kirkby CE Primary School, each topic is framed with a question to increase engagement, naturally encourage enquiry and give clear assessment opportunities. We encourage children to ask as well as answer geographical questions, our teachers gather prior learning, lines of interest as the topic progresses and assess engagement at the end of each study. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their 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 through fieldwork, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and 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 of geographical skill, some children not completing all tasks;



- establishing an effective balance of practical subject-specific skills with extended writing opportunities;
- planning focussed summative tasks at the end of each topic;
- grouping children by ability in the room and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using learning support assistants to support the work of individual children or groups of children.

### Geography curriculum planning

We use the National Curriculum as the basis for our curriculum planning. We make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area.

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. We use a 2-year cycle as we have mixed year groups, ensuring all children receive full coverage of the National Curriculum during their learning journey in each Key Stage.

The geography subject leader works this out in conjunction with teaching colleagues in each year group. In some cases, 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 give details of each unit of work for each term. The geography subject leader reviews these plans on a regular basis.

Each class teacher has a clear learning objective for each lesson.

We plan the topics in Geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

### Early Years Foundation Stage

We teach Geography in our Early Years Foundation Stage classes as an integral part of the topic work covered during the year. As the EYFS class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the EYFS Framework. Resources such as globes, maps and small world toys from different geographical locations and cultures are used to develop curiosity at an early age – beginning in Nursery. This also includes 3D continent globes with the additional intention to develop prior learning before children enter KS1.

### The contribution of Geography to teaching in other curriculum areas

#### English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We endeavour to ensure that some of the texts that we use in English (including guided reading sessions) are geographical in nature. Reports, letters and recording information will all develop children's writing ability. We also use



environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

### Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

### Computing

We make provision for the children to use the computer/iPads in geography lessons where appropriate. We incorporate Computing and technology in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use technology in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the digital camera/iPad to record and use photographic images.

### Personal, Social, Health and Education (PSHE)

Geography contributes significantly to the teaching of personal, social, health and economic education. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. We allow them to organise campaigns on matters of concern to them, such as helping the poor or homeless. Thus geography in our school promotes the concept of positive citizenship.

### Spiritual, Moral, Social and Cultural development

We offer children in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads children to ask questions about the evolution of the planet. We encourage the children to reflect on the impact of mankind on our world. Through teaching about contrasting localities, we enable the children to learn about inequality and injustice in the world. We help children to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the children's social development by teaching them about how society works to resolve difficult issues of economic development. Geography contributes to the children's appreciation of what is right and wrong by raising many moral questions during the programme of study.

### Teaching geography to children with special needs

At our school, we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties and we take into account the targets set for individual children in their Provision map.



### Assessment and recording

We assess the children's work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment.

Twice-yearly pupil voice sessions are conducted. Attainment, progress, accessibility and engagement are interrogated throughout the discussion with strengths, areas for development and matters arising identified.

The geography subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

### Resources

We have sufficient resources in our school to be able to teach Geography. We keep these resources in a central store. We also keep a collection of Geography equipment which the children use to gather weather data, and a set of atlases differentiated for KS1, Lower KS2 and Upper-KS2. In class there is permanent access to atlases and globes to cater and encourage ad hoc interest. In the library we have a good supply of geography topic books.

Literature relevant to topical study and/or guided reading sessions are stored electronically in the 'Geography' subject lead folder on the shared drive.

### 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 – on school grounds as well as field visits.

At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. In Key Stage 2 the children are given the opportunity to take part in a residential visit to a rural location.

### Monitoring and review

The Geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in Geography. The Geography subject leader is also responsible for supporting colleagues in the teaching of Geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school. The Geography subject leader gives the Headteacher an annual report in which they evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for interviewing children about their work.