



Geography Policy

Vision

At Cookham Dean Primary School Geography is a valued part of the curriculum, providing a purposeful means for exploring, appreciating and understanding the world in which we live and how it has evolved. Geography explores the relationship between the Earth and its people through the study of place, space and environment. It is essential to our understanding of the ongoing development and diversity of the modern world. The main aspects of Geography to be studied, will be determined by the programmes of study of the National Curriculum.

Aims

Our Geography Policy follows The National Curriculum 2014 for Geography Guidelines and the aims for our pupils 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, ICT, investigation and how to present their conclusions in the most appropriate way.

Objectives

We teach the objectives for Geography as set out in the Programme of Study under these headings:

- Locational and Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Teaching and Learning Style (To be read in conjunction with the teaching & learning policy, assessment policy and PHSE)

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. We encourage children to ask as well as answer geographical questions. Wherever possible, we involve the children in 'real' geographical activities, making use of our outdoor learning areas. We recognise children of different abilities and learning styles and we provide suitable learning opportunities for all children by:

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.
- giving children the opportunity to visit areas with differing geographical features

- incorporating geographical skills and enquires in outdoor learning using our 'Forest School'
- using a variety of reference material and resources including up to date atlases, the internet, current affairs and geographical artefacts.

Geography Curriculum Planning

We use the Cornerstones Planning in conjunction with the national curriculum scheme of work for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school.

Our curriculum planning is in three phases (long-term, medium-term and short-term).

Provision for geography activities is part of the overall topic planning completed for each class on a termly basis.

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 (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Key Stage 2

During Key Stage 2, pupils investigate a variety of people, places and environments in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. Pupils carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions, and use geographical skills and resources, such as maps, atlases, aerial photographs and ICT. Children will develop geographical enquiry skills, including asking geographical questions, collecting and recording information and identifying different views. They will acquire the appropriate practical skills associated with Geography, including using suitable vocabulary, fieldwork techniques and maps, plans and atlases. Pupils will use secondary sources of information with accuracy, including aerial photographs, satellite images, etc.

Teachers in all years also acknowledge the important role Geography takes in helping children become Global Citizens by providing children opportunities to broaden their moral, social and cultural development.

Differentiation and Additional Educational Needs

The study of Geography will be planned to give pupils a suitable range of differentiated activities appropriate to their age and abilities. Tasks will be set which challenge all pupils, including the more able. For pupils with SEN (see policy) the task will be adjusted or pupils may be given extra support. The grouping of pupils for practical activities will take account of their strengths and weaknesses and ensure that all children take an active part in the task and gain in confidence.

Assessment

Assessment is carried out:

- orally through questioning
- by observation of children at work
- group discussions
- marking of children's work
- by the children in their self-evaluation of work in their topic books
- by photographing the children at work, to give a context for learning

Teachers will record the levels achieved by pupils on the Geography assessment levelling documents, in accordance with the National Curriculum.

Marking (See Policy)

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. Children carry out investigations into the local environment and we give them opportunities to observe and record information around the school site and beyond.

Management and administration

An annual key stage meeting will be held to review the needs of Geography. Personal development of staff and training needs will be discussed. The Geography Subject Leader will organise and lead these meetings. The Subject Leader will provide professional leadership and management for Geography and will ensure that it is managed and organised so that it meets the aims and objectives of the school. The Subject Leader alongside the Head teacher will monitor teaching and learning within the subject and will initiate reviews of the scheme of work.

Policy Reviewed and Updated: November 2017

Reviewed by:

Signed: _____

Date : _____

Next Review:

Adopted by the Governing Body on: _____ (date)

Signature of Chair of Governors: _____
