



# GEOGRAPHY POLICY

Garlinge Primary School and Nursery is a place for everyone to succeed and thrive with inclusion at its heart.

*Garlinge Primary School and Nursery is a Rights Respecting School. As part of our commitment to the UN Convention on the Rights of a Child, please find below the Articles linked to this policy. Details of the articles can be found on the school website:*

*RRSA Articles Linked to this Policy: 4, 6, 12, 13, 14, 17, 23, 24, 28, 29 and 30.*

*Educational visits and learning outside the classroom are an integral part of life at Garlinge Primary School and Nursery, furthering the education of the pupils. Educational visits and learning experiences outside the classroom are arranged for pupils at Garlinge Primary School and Nursery when pertinent to the Learning Intention of the lesson.*

### **Aim**

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 during fieldwork; develop their knowledge and 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 recognize the importance of sustainable development for the future.

### **The school aims to:**

- to enable children to gain knowledge and understanding of their local environment, the United Kingdom and other places in the world
- to increase children's knowledge of other cultures and, in so doing, teach a respect and understanding of what it.
- to enable children to know what it means to be a positive citizen in a multi-cultural country
- to develop the children's geographical skills and vocabulary necessary to learn how to use, draw and interpret maps; and understand environmental problems at a local, regional and global level
- to encourage in children a sense of responsibility and commitment to promoting and living sustainable lifestyles as part of their global citizenship
- to develop a variety of skills including those of critical enquiry, investigation, problem solving, an ability to handle and interpret information and using ICT to communicate with and explore a variety of people, places and environments across the world

## **Strategy for Implementation**

### **Entitlement and Curriculum Provision**

In Foundation Stage, medium term planning is based on the **Early Years Foundation Stage Curriculum's Understanding of the World**. The children will be supported in developing the knowledge, skills and understanding that help them to make sense of the world. Their learning will be supported through offering opportunities for them to use a range of tools safely; encounter creatures, people, plants and objects in their natural environments and in real-life situations; undertake practical experiments and work with a range of materials.

In Key Stage 1 and 2, medium term topic planning has an enquiry focus based on the National Curriculum. All year groups will be able to have a deeper understanding of the continents and oceans and using the points on a compass. At Key Stage 1, Year 1 will investigate and identify weather patterns in the UK and locate hot and cold countries in the world. Year 2 pupils investigate their local area and compare with a non- European country, to find out about the environment in both areas and the people who live and work there. They learn to name and locate the world's oceans and continents. They are encouraged to ask geographical questions about people, places and environments, and use geographical skills and resources such as maps with symbols and photographs.

At Key Stage 2, pupils investigate a variety of places and environments at different scales in the UK and abroad, and make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom, ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT. Fieldwork is an essential component of pupils' entitlement and is arranged as appropriate to support studies.

### **Teaching and Learning**

In line with the school's Teaching for Learning Policy, teachers:

- Plan activities which help pupils answer the geographical questions such as: Where is it? What is it like? How has it changed? Why has it changed? How will it change next? What will happen if? How might it be better? What can be done about? How do I feel?
- Provide a variety of learning activities that include observation, enquiry, investigation, games, puzzles and problem-solving; encourage pupils to evaluate critically information, ideas and different viewpoints;
- Encourage pupils to describe, explain, predict and critically evaluate places, geographical patterns and processes and environmental changes;
- Plan for pupils to make and use maps, atlases and globes regularly in order to locate places being studied and make/use models to explore geographical patterns and processes;
- Provide plenty of opportunities for pupils to work as individuals, in pairs and in groups;
- Encourage discussion so that pupils clarify their thinking;
- Set high expectations and use National Curriculum levels to aid this so that learning objectives and activities are progressive and sufficiently challenging.
- Expect pupils to record their work in a variety of ways including using ICT, diagrams, illustrations, pictures, letters, posters, annotated drawings and maps, reports and accounts. As appropriate, pupils make oral presentations of their work.

### **Special Educational Needs (SEND)**

Support for children with SEND follows the school policy by teachers using differentiation in their planning and resources to cater for all ability groups and learning styles within their class.

### **Equal Opportunities**

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life. Every child will have equal opportunities to access the full curriculum for Geography through differentiation.

### **Assessment and Reporting**

Informal assessment is made by the class teacher against the learning objectives for each lesson. This is used to inform and adapt planning for subsequent lessons. Progress in geography is reported to parents on the annual report as part of their topics. Progress is also measured by the class teacher annually and recorded on a breakdown of the National Curriculum Programme of Study and this is shared with the geography co-ordinator and the subsequent teacher of the class.

### **Safe Practice and Out-of-School Opportunities**

All fieldwork within and outside of the school grounds is carried out in compliance with statutory requirements and recommendations. Kent Regulations and Guidance for the Safe Practice of Offsite Visits/Educational Visits are available to view at:

<http://www.kelsi.org.uk/Curriculum/outdoor-education/about-the-outdoor-education-unit>

### **The Contribution of Geography to Other Subjects in the Curriculum**

#### **English**

Work in geography provides opportunities for pupils to apply their language and literacy skills. At Key Stage 1, pupils are expected to extend their technical vocabulary; talk about what they see and read and communicate this in different ways. They are expected to look for similarities and differences and engage in finding out answers to questions about where and why. At Key Stage 2, pupils are expected to use technical vocabulary in their talk, reading and writing. They are expected to use the index of atlases in order to locate places. They apply their writing skills in reports and accounts for different audiences. They read fiction and non-fiction to find out about different places and apply their comprehension skills to drawing inferences and locating information which is particularly relevant to the work in hand. They use geographical language and draw maps and diagrams to communicate geographical information.

#### **Maths**

Geography provides an excellent context for mathematical investigations. In addition, many tasks in geography require maths skills such as collecting numerical information, data processing, data

presentation. Pupils apply their numeracy skills in the use of grid references, distances and bearings in map work and analysis of data.

## **ICT**

ICT is used to help pupils to discover and explore things that they would not normally be able to do and analyse and present information in different ways. They apply their ICT skills in exploring the Internet, interrogating databases, video clips and e-mails.

## **Spiritual Development**

Geography provides many rich opportunities for spiritual development, for example, to appreciate the beauty and scale of geographical features of the world in which we live, the influence of natural phenomena on our lives and in the lives of others. We encourage the children to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development.

## **Personal, Social, Health and Citizenship Education**

Geography contributes significantly to the teaching of personal, social and health education and citizenship. 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. Geography in our school promotes the concept of positive citizenship.

## **Leadership and Management**

### **Role of the Subject Leader**

- Understanding the requirements of the subject.
- Preparing policy documents and monitoring curriculum plans.
- Encouraging staff to provide effective learning opportunities for all pupils, to develop valid activities appropriate for children at different stages of development and which enable pupils to progress in the subject.
- To ensure that continued professional development in geography is current for all staff.

### **Staff Development and Training Opportunities**

Whole school training needs are identified as a result of the monitoring and evaluation programme. Other training needs are identified through induction programmes and performance management review.

The subject is monitored and evaluated in line with school policy.

Policy adopted by Governing Body \_\_\_\_\_

To be reviewed \_\_\_\_\_

Signed by Headteacher \_\_\_\_\_

Signed by Chair of Governors \_\_\_\_\_