



Dringhouses Primary School

Geography Policy

Geography Policy

Geography is the study of the world around us. The teaching and learning of geography at Dringhouses Primary School is intended to equip pupils with the skills, knowledge and understanding to make sense of this constantly changing world.

Aims

- To encourage children to take an interest in, enjoy learning about and develop an understanding of the world in which they live.
- To stimulate the children's sense of their own identity through learning about where they live and its relationships with other countries worldwide and to foster an awareness and understanding of our diverse world.
- To develop an understanding of physical and human processes and patterns.
- To develop the skills required to interpret maps, plans, photographs and other secondary sources needed to understand geographical ideas and concepts.
- To develop a knowledge and sense of place by investigating: the features and characters of a place; the similarities, differences and relationships between places and how people live in them.
- To encourage children to have pride in and take care of their local environment by making them aware of how they can play an important part in the sustainability of the world.
- To develop an awareness of global issues through critical thinking about global development – all fostered around the Global Learning Partnership (GLP) of which the school is a member.

School Overview

Geography will be taught at Dringhouses through the use of the school's Learning Projects. The objectives and structure of the New National Curriculum (September 2014) will be followed for both KS1 (on a 3-year cycle) and KS2 (on a 4-year cycle). The children will develop their skills, knowledge and understanding during each of the Learning Projects. By the end of each of the Key Stages each of the skills below will have been visited a number of times.

Teaching Geography

Children are given a wide range of experiences and resources. Work is differentiated to support all pupils in mixed ability/mixed age classes. Children are encouraged to ask and answer questions, select and record information for evaluation and assessment. Teachers in all classes explore and plan appropriate opportunities for using ICT to enhance children's learning experiences in geography.

In the Early Years' Foundation Stage, geography is taught through the areas of provision and evidence towards *'Knowledge and Understanding of the World'* is recorded.

First-hand experience of geography outside the classroom is encouraged through the use of the school grounds, immediate school surroundings and field trips, where appropriate. Forest School takes place on a weekly basis for KS1 pupils.

In Years 5/6, children take part in a biennial residential visit to an outward-bound centre, where activities are directed by specialists, e.g. orienteering, kayaking, climbing and abseiling.

When the Learning Projects are built upon a geography theme, the school makes every effort to ensure extra-curricular activities and performances follow the same theme, e.g. 'Christmas Around the World' production for parents.

Equal opportunities

All pupils have equal access to the geography curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

Inclusion

When necessary we will modify the curriculum so that every child is able to access the geography curriculum.

Progression in enquiry and skills

All geography-based teaching should enable children to develop geographical enquiry and skills. The National Curriculum requires that the children should develop enquiry skills so they can start to find things out for themselves. The school uses its own 'Skills Progression Grid' to ensure progress across the year groups and to avoid repetition of the skills for the pupils.

In undertaking geographical enquiry, pupils should be taught to:

- ask questions, observe, record, express opinions, analyse evidence, draw conclusions, collect and record evidence.

In developing geographical skills, pupils should be taught to:

- use correct vocabulary, develop fieldwork skills, use secondary sources, use globes and maps at a range of scales.

Skills, knowledge and understanding

To develop the skills that enable pupils to investigate places, pupils will:

- Undertake enquiries, which focus on geographical questions.
- Undertake fieldwork using a variety of skills, instruments and techniques.
- Make, use and interpret maps and plans at a variety of scales.
- Build up a location framework of the size and position of places from the use of aerial photographs, plans, atlases and globes.
- Use ICT as an informative source as well as handle, sort and present information.
- Investigate real people's lives through meetings, case studies, videos, text and photographs.

To develop knowledge of a 'sense of place' pupils will:

- Undertake studies of places and themes in both local and worldwide localities.
- Visit a variety of places to enjoy first-hand experiences of what those places are like.
- Use secondary sources to learn about places they cannot visit.

- Use their own experiences of places or topical events e.g. holidays, sport, news.

To develop understanding of physical and human processes and patterns, pupils will:

- Collect, sort and present data in diagrams and maps in order to recognise patterns and relationship within and between places.
- Investigate physical and human processes through first-hand experiences or written resources, with increased independence.

To develop a pride in their local area and to focus on how they can make a difference to the world, pupils will:

- Undertake local and worldwide studies focusing on the environmental, social and political issues that influence the character of the places.
- Explore the significance of people's beliefs, values and attitudes about the world.
- Investigate the need for sustainability within an environment or community.

To develop a sense of identity, pupils will:

- Investigate familiar places to which they belong.
- Consider the ways they are connected and linked to other places and people worldwide.
- Engage in learning activities that promote positive values and attitudes towards people throughout the world.
- Develop feelings for the qualities of both natural and human-influence landscapes through visits and visual materials.

Recording and Assessment

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a *PowerPoint* presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

We assess the children's work in geography while observing them working during lessons. Geography is marked and assessed in accordance with the school's marking and assessment policies. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The end of year summative assessment sheet is completed by each teacher. The information from these is then correlated by the geography coordinator.

Role of the Geography Subject Leader

- to develop the geography policy throughout the school
- to monitor progress in geography
- to keep up to date with development in geography education
- to offer support and advice to colleagues

Staff Training

Staff members are encouraged to attend any relevant courses to up-date themselves on information and approaches to the teaching of geography. Professional development for staff, including training, is organised as appropriate.

Monitoring and Evaluation

The implementation of this policy will be monitored by the geography subject leader.

Linked Policies

Teaching and Learning policy, SMSC policy, RE policy, Assessment policy, Homework policy, Equalities policy, SEN policy, Inclusion policy, Marking policy and the Educational Visits policy.

Reviewed: March 2016

Next Review: Spring 2017