

# Geography Policy Document

## Primary School

### 1. Introduction

In accordance with the Education Reform Act 1988, and subsequent Education Acts, school must provide Geography as part of the National Curriculum for all registered pupils.

### 2. Philosophy

Geography is a valued part of the curriculum at \_\_\_\_\_ Primary School as it provides a means of 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.

Geography stimulates curiosity and imagination and we aim to build upon the child's "personal geography" by developing geographical skills, understanding and knowledge through studying places and themes.

We encourage children to learn by experience and we value fieldwork as an integral part of the geography Curriculum.

At \_\_\_\_\_ school we believe in the importance of Geography as stated in **Geography, The National Curriculum for England 1999 p.14.**

#### **“The importance of geography**

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.”

## **2:1 Aims**

Geography aims to enable pupils:-

- to develop the knowledge, skills and understanding laid down in the Geography orders, to the maximum of their potential.
- to make sense of their own surroundings through learning about their own locality, and the interaction between people and environment.
- to extend their interest, knowledge and understanding of contrasting localities in Britain, Europe and the World.
- to develop knowledge and understanding of the human and physical processes which shape places.
- to appreciate similarity and difference in the world about them and to respect other peoples beliefs, attitudes and values.
- to develop the geographical skills and vocabulary necessary to carry out effective geographical enquiry.
- to formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- to develop interest and enjoyment of geographical experiences and build confidence and understanding.
- to recognise and understand issues concerning the environment and sustainable development.

## **2.2 Geography in the National Curriculum**

Geography in the National Curriculum has one attainment target which sets out “knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage”.

The Attainment Target has 8 level descriptions which describe the types and range of performance in geography that pupils working at that level should characteristically demonstrate.

At Key Stage 1 the great majority of pupils are expected to work in the range of levels 1-3. The majority of pupils at age 7 are expected to attain level 2. At Key Stage 2 the majority are expected to work in the range of levels 2-5, and at age 11 to attain level 4.

Geography is concerned with the study of real places across a range of scales.

We believe that many geographical skills and themes can be taught through the study of places.

In order to meet the requirements of the KS1 and 2 Prog. of Study for geography \_\_\_\_\_ school has developed the following long term plan:

### **Key Stage 1**

During key stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, 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 at different scales 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. They 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.

*(Example long term plan adapted from Wirral Scheme of Work for geography: schools should insert their own plan here)*

<b>Year 1</b>	<b>The School Locality; quality of the environment</b>
<b>Year 2</b>	<b>A Contrasting Locality</b>
<b>Year 3</b>	<b>The local area; settlement</b>
<b>Year 4</b>	<b>A Contrasting UK Locality; locational knowledge / map skills</b>
<b>Year 5</b>	<b>Developing Locality; Rivers/Coasts</b>
<b>Year 6</b>	<b>Environmental Issue + Sustainable development</b>

This plan is subject to revision in the light of experience.

## 2.3 Learning Across the Curriculum

Geography can make an important contribution and offer a stimulating context for the development of pupils' literacy and numeracy skills. In history and RE geographical knowledge is essential in order to place events and themes in context. The enquiry approach is common to the Humanities subjects.

At \_\_\_\_\_ School we promote learning in the following areas of the curriculum through geography, as recommended in the Geography National Curriculum (2000), pages 8 & 9:-

- **Key skills:** including communication; application of number; IT; working with others; improving own learning and performance; problem solving.
- **Education for Sustainable Development;**
- **Pupils' spiritual, moral, social and cultural development;**
- **Citizenship;**
- **Thinking skills,** particularly geographical enquiry and helping pupils to evaluate information and reflect on their own work.

The geography National Curriculum handbook (p.8) provides a range of examples of ways in which geography promotes these aspects. At \_\_\_\_\_ - we seek to develop learning across the curriculum through geography wherever opportunities arise.

## 3. Management and Administration

### 3:1 Role of the Co-ordinator

- Understanding the requirements of the subject order.
- Preparing policy documents, curriculum plans, schemes of work etc. for the subject.
- 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 and to have regard to the three principles for inclusion:

- (a) setting suitable learning challenges
- (b) responding to pupils' diverse learning needs
- (c) overcoming potential barriers to learning and assessment for individuals and groups of pupils.

It may be appropriate to put good ideas, activities or approaches to the subject in a teaching file. The ideas may extend to display.

- Helping colleagues to develop their subject expertise.
- Collecting resources.
- Ensuring common standards and formats for recording and assessment.
- Liaising with teachers of the subject in other phases.
- Producing reports on the subject in the school, e.g. to governors, in newsletters.
- Communicating all developments in the subject, e.g. through staff meetings, distributing information, using notice boards.
- Organising and monitoring professional development in the subject. To prepare an inset plan for the subject.
- Producing annual development plans including costings and priorities which can help inform the school development plan.
- Liaising with relevant organisations regarding the subject, e.g. advisory teachers, inspectors, QCA, Geographical Association, libraries.
- Organising and advising on the contribution of a particular subject to other curriculum areas including cross-curricular and extra-curricular ones.
- Helping with the monitoring and evaluation of the effectiveness of the subject within the school.
- Auditing resources and producing updated lists of books, materials and equipment relevant to the subject.
- Producing or helping to produce relevant documentation for the subject.

### **3:2 Teaching and Learning styles**

If pupils are to gain maximum access to the Geography Curriculum and demonstrate achievement, careful planning and thoughtful imaginative teaching will be essential.

The school uses adapted LEA produced planning sheets to plan a pathway through the Programs of Study for each Key Stage and to ensure coverage and progression. (See scheme of work) Further details of how P.O.S are taught will be found in teacher's individual plans.

Key features of classroom practice in geography will include opportunities to engage pupils in well planned tasks which make use of a range of resources including the locality:

- Investigating real places and themes across a widening range of scales.
- Developing a knowledge and understanding of physical, and environmental geography and the patterns and processes at work in them.
- Undertaking geographical enquiry, applying skills and techniques, collecting and analysing evidence, drawing conclusions and communicating findings in a variety of ways eg questionnaires, graphs, tables, databases etc.
- Using maps at various scales and plans, fieldwork, instruments. I.C.T. and other sources of evidence such as photographs, newspapers visitors to inform their work.

Pupils should understand what they are expected to do and know how well they are progressing.

### **3:3 Curriculum Planning**

Geography can be taught by class teachers either as a specific study or incorporated within other subjects thus promoting and contributing to learning across the curriculum.

(Refer also to paragraph 2.3)

### **3:4 Use of Language in Geography**

Pupils will be taught to express themselves correctly and appropriately in both speaking and writing; to listen and respond and build on ideas and views constructively, and to read accurately and with understanding. Pupils will be taught the technical and specialist vocabulary and patterns of language vital to understanding and expression in geography, for example, language to express causality, chronology, logic, exploration, hypothesis, comparison and how to ask questions and develop arguments.

### **3:5 Special Educational Needs; Inclusion; Equal Opportunities; Education for a culturally diverse society.**

At \_\_\_\_\_ Primary School we recognise the responsibility of all schools to provide a broad and balanced curriculum for all pupils. In geography the National Curriculum is the starting point for planning a curriculum that meets the specific needs of individuals and groups of pupils. We have adopted the statutory inclusion statement on providing effective learning opportunities for all pupils. When planning teachers will modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage, in order to provide a more inclusive curriculum which:

- A. sets suitable learning challenges
- B. responds to pupils' diverse learning needs
- C. overcomes potential barriers to learning and assessment for individuals and groups of pupils.

#### **A. Setting Suitable learning challenges**

Teachers will teach the geographical knowledge skills and understanding in ways which suit their pupils' abilities. Where necessary knowledge, skills and understanding may be chosen from earlier or later key stages so that individual pupils can make progress and show what they can achieve. Where pupils with special educational needs make extensive use of content from an earlier key stage we recognise that there may not be time to teach all aspects of the age-related programmes of study

For pupils whose attainments are significantly below the expected levels a much greater degree of differentiation will be necessary. In these cases teachers may use the programme of study as a resource or to provide a context in planning learning appropriate to the age and requirements of their pupils. For pupils whose attainments significantly exceed the expected level, teachers will plan suitably challenging work. They may draw on material from higher levels of study or plan differentiation by extending the breadth and depth of study in geography or plan work which draws on the content of other subjects.

#### **B. Responding to pupils' diverse learning needs**

At \_\_\_\_\_ Primary School teachers planning will set high expectations and provide opportunities for all pupils to achieve so that all pupils can take part in lessons fully and effectively.

In order to ensure that they meet the full range of pupils' needs teachers are aware of the requirements of the relevant equal opportunities legislation, including the Sex Discrimination Act, 1975; the Race Relations Act 1976; and the Disability Discrimination Act, 1995.

Teachers will take specific action to respond to pupils' diverse needs by;

- a. creating effective learning environments

- b. securing their motivation and concentration
- c. providing equality of opportunity through teaching approaches
- d. using appropriate assessment approaches
- e. setting targets for learning which build on pupils' knowledge, experience, interests and strengths and are attainable and yet challenging and help pupils to develop their self-esteem and confidence in their ability to learn.

C Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Where particular pupils have learning and assessment requirements which go beyond the provision described above, and which must be addressed in order to overcome barriers to learning, for example as a result of a special educational need, disability, or linked to the pupils' progress in learning English as an additional language teachers will take account of these requirements by;

- a. making provision where necessary to support individuals or groups of pupils to enable them to participate effectively in the curriculum and assessment in both classroom and fieldwork activities. Where, because of visual or multi-sensory impairment or mobility difficulties pupils are unable to gain incidental learning of the wider world teachers will help pupils to observe and gain understanding about geographical features and the environment.
- b. Taking account of the type and extent of the difficulty experienced by the pupil. In many cases the action necessary to respond to an individual's requirements for curriculum access will be met through greater differentiation of tasks and materials, consistent with school-based intervention as set out in the SEN Code of Practice. Where pupils need access to specialist equipment or adapted activities teachers will refer to and implement the pupils' statement of special educational needs and work closely with representatives of other agencies who may be supporting the pupil. Teachers will also help pupils to manage their behaviour and help individuals to manage their emotions so that they can take part in learning geography effectively and safely.

See also School Policy Document for S.E.N.

See Wirral Policy on Equal Opportunity and Multicultural Education.

School Policy Document on Equal Opportunity . OFE Circular 3/89.

Also refer to 'Learning for Living', Wirral Curriculum Policy document, p.65-66.

Geography can contribute to the elimination of racism, sexism and all forms of unfair discrimination in society, by leading pupils to a greater understanding of the global community and promoting equality.

### **3:6 Use of ICT**

Pupils will be provided with opportunities to develop and apply their ICT capability to support their learning in geography. They will use CD-ROMS and the Internet selectively to find information, e-mail to communicate with people in other places and databases/spreadsheets to handle and present information. Geography-specific IT skills will also be developed. The Geography co-ordinator maintains a list of ICT resources for geography.

### **3:7 Education for Sustainable Development**

We recognise that Geography plays a significant part in promoting education for sustainable development through:-

\* Developing pupils' knowledge and understanding of the concepts of sustainable development, such as interdependence, quality of life, global development, resource use, and diversity and the skills to act upon this understanding.

\*developing pupils' skills of critical enquiry and an ability to handle and interpret information.

### **3:8 Early Years - See Early Years Policy and Scheme of Work for Early Years**

### **3:9 Using the local environment and involving the local community: *replace the following example from Brookdale Primary School with your own school statement.***

*Brookdale is fortunate in its location within the Wirral. Within the school grounds there is a large field, environmental area with a pond and the children are actively involved in maintaining and improving these areas. Fieldwork can be easily undertaken in the local area and visits to Arrowe Brook, Thurstaston Country Park, a Tour of the Wirral, School visits and a Residential Visit in Yr 6 further enhance geographical work. A number of local service personnel and businesses have been involved in school and reinforce pupils geographical knowledge and understanding  
e.g. Sainsbury's, local shops, Greasby Library, Police and Fire service.*

### **3:10 Display of Pupils' Work**

See school policy on display work.

Lively display of work done in Geography covering all abilities and ages will communicate learning processes and celebrate achievement.

### **3:11 Time Allocation**

The time allocated to the teaching of Geography reflects its status as a foundation subject. The Dearing report (1995) recommended

36 hours per year at KS.1, and

45 hours per year at KS.2

for Geography. This time allocation is modified according to national priorities such as The National Literacy and Numeracy Strategies. At School the time allocation for Geography is:

## **4. Assessment recording and reporting**

### **4:1 Assessment**

This will be in accordance with the schools assessment policy which is followed throughout the school. The assessment of pupils work can provide information for pupils, teachers and parents:

- 1) to enable pupils to reflect upon and celebrate achievement;
- 2) to help plan for progression, continuity and target setting for pupils, and to inform planning for future work of whole classes and individual pupils.
- 3) to communicate achievement and identify areas for further development to pupils, parents and teachers.
- 4) to evaluate the effectiveness of teaching and learning.

Assessment is an integral part of teaching and learning and based upon teachers' judgements of pupil attainment and progress. Assessment is built in to the planning of learning experiences and clearly related to the learning outcomes that are proposed. Assessment activities should be wide ranging and matched to the pupils ability ie differentiated by task or by outcome, through appropriate support and resource provision.

### **Forms of Assessment**

A wide variety of assessment procedures should be used to provide opportunities for pupils to achieve across a range of contexts. Activities resulting in written or

oral outcomes, project material, models, practical fieldwork, role-play, video/audio presentations factual recall, observations display work may provide a basis for assessment. Pupils will be encouraged to evaluate their own work.

## **4:2 Recording and Reporting**

Assessment and Recording begin in Reception and continue throughout the school. Reporting on a child's progress in Geography is a statutory requirement. An annual report relating to their child's progress in Geography is sent to parents.

*Optional statement:* At School an End of Key Stage judgement using the best-fit level descriptor is made on pupils' attainment and is reported to parents.

## **4:3 Marking Policy**

Feedback to pupils should be provided on their attainment against the objectives of geography. Pupils are encouraged to improve their own learning performance through the school marking policy.

Refer to schools marking policy

# **5. Resources**

## **5:1 Staffing**

The schools curriculum for Geography is implemented by individual class teachers under the guidance of the Geography Co-ordinator using the resources available.

## **5:2 Resources and their management**

The capitation for Geography 1996/1997 amounted to

A central resource is located at

Each classroom has a globe and atlas appropriate to the age of the pupils.

# **6. Inset**

The school promotes the participation of the Coordinator in LEA In-service Opportunities for Geography. Dissemination of information from major inset to

teachers takes place during school staff development days, staff meeting or Key-stage planning sessions.

The Inset Coordinator maintains a log of all such activities.

## **7. Review and Evaluation**

This document was accepted by The Governors on

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Ongoing amendments will be made by the coordinator in draft form. This will be transferred to a master copy held on computer file, as appropriate, during the annual evaluation.