



Holy Trinity CE Primary School
Geography Policy

'Growing and Learning in Christ, through Faith, Family and Friendship.'

Introduction

At Holy Trinity CE Primary School we are committed to providing all children with learning opportunities to engage in geography. This policy reflects Holy Trinity CE Primary School's values and philosophy in relation to the teaching and learning of geography. It sets out a framework within which teaching and non-teaching staff can work, and gives guidance on planning, teaching and assessment. It has been developed through a process of consultation with school staff and governors.

Philosophy

Geography is an essential part of the curriculum, 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 through the study of place, space and environment. It contributes to the cultural, social, spiritual and moral life of children as they acquire knowledge of a range of different cultures and traditions, and learn tolerance and understanding of other people and environments.

Geography is the subject in which pupils learn the skills of understanding a locality and how and where people fit into its overall structure. Developing geographical skills is essential as children live in a world that is wide open to them. With opportunities to travel and work in different cities and countries across the world, pupils need to use efficiently maps, charts and other geographical data. The opportunities for the children to carry out geographical enquiry are also of value.

The teaching of Geography would be difficult without acknowledging the future of our planet. The Geography Curriculum places great importance on the interaction between the physical and the human environment. Many areas of study give opportunities to make children aware of these effects upon their surroundings, their own responsibilities and how they can contribute to improving the environment, however small that contribution might be.

Subject Aims

Our Aims for Geography at Holy Trinity CE Primary School:

- To stimulate children's interest in their surroundings and develop a knowledge and understanding of the physical and human processes which shape places.
- 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.

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- To provide learning opportunities that enthuse, engage, and motivate children to learn and foster a sense of curiosity and wonder at the beauty of the world around them.
- To encourage in children a commitment to sustainable development and an appreciation of what 'global citizenship' means.
- To make sense of their own surroundings through learning about their own locality and the interaction between people and the environment.
- To develop the geographical skills, including how to use, draw and interpret maps of different scales, and the vocabulary necessary to carry out effective geographical enquiry.
- To be able to apply map reading skills to globes and atlas maps and identify geographical features.
- To formulate appropriate questions, develop research skills and evaluate material to inform opinions.
- To enable children to work geographically in a range of appropriate contexts, using a variety of materials and equipment including other people's experiences and knowledge.

Curriculum

The children undertake a broad and balanced curriculum that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Geography is taught in the Early Years as an integral part of the topic work covered during the year. The children are given the opportunity to learn about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. In the Early Years geography makes a significant contribution to developing a child's understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating seasonal changes.

Key Stage 1

During Key Stage 1, children develop their locational knowledge of the world's continents and oceans and identify characteristics of the United Kingdom and its surrounding seas. They expand their place knowledge of geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom with that in a contrasting non-European country (Africa). Children widen their knowledge of human and physical geography through an exploration of the seasons and weather patterns. 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 computing. 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.

As well as making its own distinctive contribution to the school curriculum, geography contributes to the wider aims of primary education. Teachers will ensure that links between subjects are maximized.

English

Geography makes a significant contribution to the teaching of English because it actively promotes the skills of reading, writing, speaking and listening. Reading and writing skills are essential when the children are undertaking geographical enquiry, when collecting information and source material, when making notes and following instructions. Pupils need to communicate in ways appropriate for the task and audience, for example writing to a newspaper about a local issue. Evaluating environmental issues requires children to articulate their ideas and to compare and contrast their views with those of other people. Good oral communication skills can be developed as the children collaborate in fieldwork.

Mathematics

Opportunities occur for children to apply their mathematical skills when analysing data, reading maps, plans, thermometers, and rain gauges. The use of fieldwork data, timetables and charts contributes to the children's mathematical understanding.

History

There are close links between the two subjects. A study investigating how an aspect of the local area has changed over a long period of time, or how the locality was affected by a significant national or local event, will link both History and Geography. As children study British, European and World History, they use and develop their mapping skills and learn the location of places.

Art

Geography creates an abundance of material to use in art, for example landscapes and maps. Children also develop an understanding of different places and cultures through their work on artists, designers and crafts people.

Computing

The use of computing can help children's learning in Geography, providing access to unlimited information. Geographical skills can be developed when using databases, weather charts, satellite images, tourist information and the latest news of events from around the world can

be accessed through the Internet. Children use computing in geography to enhance their skills in data handling, in presenting written work and by using equipment to record their work.

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future, for example the Grand Canyon.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Teaching and Learning Style

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, aerial photographs, geographical footage and we enable them to use computing in geography lessons where this serves to enhance their learning. Children take part in discussions. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem, and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Geography curriculum planning

At Holy Trinity CE Primary School geography is taught through a topic approach, which links to other curriculum areas e.g. English, Art and Design, Design and Technology, History and Computing.

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Our long-term and medium-term plans map out the skills and themes covered each term for each key stage. These plans define what we will teach and ensure an appropriate balance and distribution of work across each term. Class teachers complete a single plan for each geography lesson. These list the specific learning objectives, success criteria for each lesson and detail how the lessons are to be taught along with details of any support or resources needed.

Equal Opportunities

We are committed to providing a teaching environment conducive to learning. Each child is valued, respected and challenged regardless of race, gender, religion, social background, culture or disability.

Inclusion

SEN and GAT pupils - Work is differentiated to meet the needs of the children. Support staff are deployed to work with individuals and groups as necessary.

Progress and Achievement

Children are monitored on a regular basis to check progress. We encourage all pupils to take responsibility for their own and their peers learning. A range of Assessment for Learning strategies are used, for example peer marking - the children regularly peer mark and are encouraged to comment on each other's work using vocabulary related to the skill taught, evaluation and marking ladders. Through these, both children and adults are able to recognise the progress being made.

Assessment and Recording

At Holy Trinity CE Primary School assessment is an integral part of the teaching process. Assessment is used to inform planning and to facilitate differentiation. The assessment of children's work is on-going to ensure that understanding is being achieved and that progress is being made. Feedback is given to the children as soon as possible, and marking work will be guided by the school's Feedback and Marking Policy.

Monitoring

Monitoring takes place regularly through sampling children's work, teacher planning, through a book scrutiny and pupil interviews.

Roles and Responsibilities

The monitoring of the standards of children's work and of the quality of teaching in geography is the responsibility of the Geography Curriculum Leader. The work of the Geography Curriculum Leader also involves supporting colleagues in the teaching of geography, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

Resources

The Geography Curriculum Leader is responsible for maintaining geography resources; there is a range of age appropriate resources to support the teaching and learning of geography, including the local area, across the school. We keep these resources in a central store. The library

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contains a good supply of topic books to support children's individual research. Visits are planned to enhance learning and give hands on activity. People with an interest, or expertise, in a particular topic or area of geography are invited into school to work with the children. These might be parents, grandparents, other family members, neighbours or representatives of the local community.

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