



Leftwich Community Primary School

Policy for Geography

Introduction

This policy document is a statement of the aims, principles and strategies for the learning and teaching of geography. It was developed through a process of consultation between the headteacher, class teachers and governors, in relation to existing school policies, and national and LEA guidelines and curriculum orders.

We teach geography to:

- Provoke and answers questions about the natural and human worlds.
- Uses different scales of enquiry to view the world from different perspectives.
- Develop knowledge of places and environments throughout the world,
- Develop an understanding of maps,
- Develop a range of investigative and problem solving skills both inside and outside the classroom.
- Prepare pupils for adult life and employment.
- Act as a focus for understanding and resolving issues about the environment and sustainable development.
- Encounter different societies and cultures
- Inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.

Through geography we can also:

- Improve pupils' skills in literacy, numeracy and ICT
- Develop pupils' thinking skills
- Promote pupils' awareness and understanding of gender, cultural, spiritual and moral issues
- Develop pupils as active citizens

In learning geography pupils will:

- Use a range of sources such as people, the local environment, websites, photographs, portraits, artefacts, written materials, ICT based materials, data, TV / video extracts
- Investigate significant issues about the world
- Work in a variety of contexts - individually, in groups, as a whole class
- Present their knowledge and understanding in a variety of ways such as through drama, art, models, various writing styles / genre, collage, timelines, sketches, maps
- As they grow in confidence, begin to pose and investigate their own questions about geography

When teaching geography we:

- Always explain what we want pupils to know, understand and be able to do in relation to the geography they are about to cover.
- Often use a key question to direct pupils' thinking / enquiry about the past
- Vary the resources and activities to ensure pupils effectively find out about and explain the past
- Actively promote co-operative learning styles
- Use starters and plenaries to ensure students fully understand what they are learning, how they learn and how well they are progressing

To assess pupils' progress in geography we:

- Gather evidence of what individual pupils know, understand and can do in geography by observing them at work, listening to and discussing with them, and evaluating any work they produce.
- Make periodic and end of key stage judgements using the levels of attainment statements.
- Report annually to parents on how well the pupil has achieved, what s/he does well and what is needed to bring further improvements.

In our curriculum geography is taught:

Within an integrated / topic approach, making links across the curriculum

During Key Stage 1 pupils investigate their local 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 so, they ask geographical questions about people, places and the environments, and use geographical skills and resources such as maps and photographs.

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 about 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 and aerial photographs.

The use of Information and Communication Technology across the Curriculum

- Pupils will be given opportunities to apply and develop their ICT capability through the use of ICT tools to support their learning in geography
- Pupils will be given opportunities to support their work by being taught to: -

- Find things out from a variety of sources, selecting and using the information to meet their needs and developing an ability to consider its accuracy and value
- Develop their needs using ICT tools to amend and refine their work and enhance its quality
- Exchange and share information, both directly and through electronic media
- Review, modify and evaluate their work, reflecting critically on its quality, as it progresses.

Inclusion

In recognition of our school's adherence to the principles of equal opportunities we aim to cater for SEN, all ranges in ability, gifted and talented children, ethnic diversity, gender issues, disability issues and social inclusion. Our planning, resources and delivery of the curriculum will reflect this. Emphasis is placed on meeting the diverse needs of children through a variety of learning and teaching styles.

To teach geography we have a range of resources:

Maps, texts, artefacts, videos, sites, photographs, primary sources, ICT. In addition artefact boxes may be borrowed from Cheshire West and Chester Teachers Centre...

Current issues / initiatives re: geography:

- cross curricular teaching and learning,
- thinking skills,
- developing a range of co-operative learning styles

To monitor and evaluate geography the co-ordinator:

- Supports teachers via co-planning, scrutiny / giving feedback
- Monitors teachers' medium term planning
- Discusses their knowledge and work with the children.
- Reviews resource provision
- Works co-operatively with the SENCo

- Discusses regularly with the headteacher, the progress with implementing this policy in the school

Review and Evaluation

Policy review will be undertaken annually by the co-ordinator, and where significant issues arise, discussed by the whole staff. Monitoring by the co-ordinator is on-going and takes a variety of forms: classroom observations, wall walks, sampling and scrutiny of planning and work etc.

Policy review date: October 2014