



Devonshire Primary Academy Geography Policy



Adopted by Governors/HT: HT
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Person responsible for policy: Mrs G. Hornby

Geography Policy

Introduction

Geography is concerned with the study of places, the human and physical process which shape them and the people who live within them. It enables pupils to make sense of their surroundings and the wider world.

Through discussion children can be encouraged to explore and observe; and in due course be able to question "why has a large settlement developed here?" Answers to questions such as these will promote the beginning of decision making.

We strive to help our children develop lively and enquiring minds. We aim to reach geographic skills and knowledge by building on their natural curiosity.

Aims

To develop children's spatial awareness through a growing range of enquiry skills, knowledge and understanding of people, places and environments. To develop the ability to use and apply geographical skills in other areas of the curriculum and in real life.

Objectives

- To extend children's awareness of and develop their interest in their surroundings leading to the identification and exploration of features of the local environment.
- To observe accurately and develop simple skills of enquiry. In so doing to be aware of the changes taking place in their own locality and in other areas studied. Through these studies, gaining an appreciation of the ways in which human decisions influence these changes.
- To gain a perspective in which children can place local, national and international events.
- To develop a wide range of skills and competencies that are required for geographical enquiry and are applicable to other situations.
- To gain an understanding of the processes that have produced pattern and variety on the earth's surface and which can bring about change.
- To become acquainted with a variety of maps, including large-scale maps of their own neighbourhood and to be able to apply simple techniques of map reading and interpretation.
- To gain familiarity with globes and atlas maps and be able to identify such features as the continents, oceans, countries, cities, highland and lowland, coasts and rivers.
- To continue to develop language and mathematical skills through studies in geography.
- To acquire skills in carrying out observations and in collecting, organising, recording and retrieving information as part of an enquiry.
- To be able to use a variety of source materials to find information out about their own locality and distant places.
- To be able to communicate their findings and ideas in a variety of modes: writing, pictures, models, diagrams and maps as well as through oral contribution.

- To help pupils to act more effectively in the environment as individuals and as members of society.

Geography's Place in the Whole School Policy

Geography has a significant contribution to play in the 'human and social area', which is concerned with 'people and how they live, their relationships with each other and their environment and how human action both now and in the past has influenced events and conditions.' This consideration of human behaviour within geographical contexts, especially in relation to social political and environmental issues, can contribute to children's moral education.

Geography is also concerned with children's understanding of natural environments and of the physical processes which lead to environmental stability or change. It is through geography that children are most likely to be introduced to such natural systems of the earth's surface as its landforms, weather and climate, vegetation and soil cover.

Geography can also make a significant contribution to cross-curricular issues such as environmental education, political education, citizenship and education in economic and industrial understanding.

Basic Skills

Children need to learn the following basic skills:

- To be able to use maps and globes to find and locate the names of countries.
- To be able to locate home town and area on a map.
- To follow a route, e.g. find their way home from school.
- To have good knowledge of basic road safety.
- To know the compass points.
- To write their full address including post code.
- To be able to talk about where they live and their environment.
- To recognise key features of where they live, e.g. beach, tower etc.

Schemes of Work

Attainment Targets:

By the end of each Key stage, pupils are expected to know, apply and understand the matters, skills and process specified in the relevant programmes of study.

Key Stage 1:

In key stage 1, pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject specific vocabulary relating to human and physical geography and begin to use geographical skills, including first hand observation, to enhance their locational awareness.

Key Stage 2:

In Key stage 2, pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Teaching Approaches, Time Allocation, Classroom Organisation

A variety of teaching approaches are presented to children throughout their geography lessons. These include:

- a. Teacher led lessons where information is provided.
- b. Group work where the children discuss problems in small groups.
- c. Class discussion lessons where members are encouraged to join in with their personal opinions.
- d. The use of differentiated worksheets allowing children of different ability levels to work at their appropriate pace.
- e. The use of role-play in studying contentious issues.
- f. The use of audio-visual aids in presenting material to the children.
- g. The use of fieldwork where possible so that children gain first-hand experience of their local environment.
- h. The use of outside speakers with relevant experience.

Each child will experience on average 45 – 60 minutes of geography teaching each week, over a two term period. Geography is covered through each year group's individual topic.

The organisation of the classroom will vary according to the activity that is being carried out. The formal classroom layout will alter when group work activities are taking place. The use of audio-visual aids necessitates the movement of the chairs near to the viewing screen.

Role-play scenarios will require a reordering of the room to provide wider areas nearer the front of the class.

Although children in the teaching groups are in broad bands they nevertheless display a wide range of abilities with regard to this area of the curriculum. No attempt is made to group them according to ability within the classroom and the mix that exists encourages the slow learners to gain in confidence through sitting next to or near to colleagues with a deeper understanding of the subject.

Cross Curricular Links

I.C.T

We make provision for the children to use the internet in geography lessons where appropriate. Children have access to digital maps to help with OS mapping skills. Children 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. We offer children the opportunity to use the digital camera to record and use photographic images of people, places and environments. This can now be extended to use sound recordings of people, places and environments to enable children to identify some of the key features of the area they are studying.

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Children have the opportunity and the facilities to create regular weather forecasts through a school radio/ tannoy system or even through the use of video. Children have access to Green Screen equipment to aid in creating weather forecasts.

Assessment, Recording and Reporting

Refer to the whole school policy on assessment, recording and reporting.

Special Educational Needs

All pupils should have access to a broad, balanced curriculum, which includes geography. Provision for pupils with SEN in geography is the responsibility of the class teacher.

Please refer to the school Special Educational Needs Policy.

Staff Development

Staff development in this area of the curriculum is available through Borough Courses and meetings with colleagues from other educational establishments.

School INSET provides opportunities to compare developments in this area of the curriculum with those of your colleagues.

Opportunities are presented to help formulate whole school policies when this area of the curriculum can help influence whole school thinking.

Fieldwork

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment.

Curriculum Development Projects

As Geography is a school identified subject in 2019, the Curriculum development project will take the form of a whole school Geography day. This will involve each year group from Nursery to Year 6 learning key non-negotiable locational knowledge from their year group curriculum. The children will be off timetable to learn this knowledge through the key geography skills. The Geography day will continue to run annually.

Equal Opportunities

It is the responsibility of all teachers and non-teaching staff to ensure that all pupils, irrespective of gender, ability, including gifted pupils, ethnicity and social circumstance, have access to the curriculum and make the greatest progress possible.

Please refer to school Equal Opportunities Policy.

Monitoring of the policy in operation is the responsibility of the Head teacher.

Future Resourcing and Necessary Funding

An audit will be completed for staff to identify materials which will enhance the teaching of geography. Following the annual audit, budget will be estimated for the cost of re-resourcing new materials that are needed to match the new curriculum.