



GEOGRAPHY POLICY

Reviewed by Head/SLT	16 th May 2019
Next Review (4 yrs)	Summer 2021

The Vision of St John's CE Primary School, Rishworth

Matthew 5:16 (NRSV)

"Let your light shine before others, so that they may see your good works and give glory to your father in heaven."

Following Matthew 5:16, people shine through success, honesty, independence, neighbourliness and enjoyment. We believe children learn best when they're happy and have the confidence to respond to challenges, within a caring Christian environment where adults lead by example. We value the partnership with families and the community whilst striving to give our best.

The School's Aims are:

- ◆ To maximise the academic attainment of each child
- ◆ To maximise the personal, social, spiritual and physical development of each child

The pupils, staff, parents and governors of St John's have worked together to create **our core values:**

Success. We aim to provide excellent learning opportunities to ensure the best possible progress and attainment for all children whatever their needs and abilities.

Honesty. We aim to develop children's understanding of the importance of honesty in all relationships and as part of self-reflection in a Christian environment.

Independence. We aim to develop the self-confidence in all our children that enables them to think and work independently, so striving for excellence in all areas of the curriculum.

Neighbourliness. We aim to ensure that every child becomes a compassionate and respectful member of the school, local, national and global communities.

Enjoyment. We aim to be a safe, friendly and welcoming environment where children have exciting and creative learning experiences that help develop an enjoyment and love of learning.

We help students make sense of the world. Pupils learn about the world's physical and human environments. Geography tackles the big issues: environmental responsibility; our global interdependence; cultural understanding and tolerance; commerce, trade and industry. The world in which we live is likely to change more in the next 50 years than it has ever done before. Geography explains why, and helps students prepare for those changes.

Frances Soar (Geographical Association)

INTENT

1. **Self** – We want our pupils to be aware of the influence they can have on the local environment and how they have a responsibility to improve the world
2. **Others** – We want our pupils to have a cultural understanding and tolerance of different countries and communities around the world
3. **Wider world** – We want our children to have an understanding of global issues and help pupils prepare for the future changes that will occur in their lives

AIMS AND OBJECTIVES

Geography teaches an understanding of places and environments. Through their work in geography, pupils learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, pupils gain an appreciation of life in other cultures. Geography teaching also motivates pupils to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

The aims of geography are:

- To enable pupils to gain knowledge and understanding of places in the world;
- To stimulate pupils' curiosity about their surroundings.
- To increase pupils' 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;
- To allow pupils to learn graphic skills, including how to use, draw and interpret maps;
- To enable pupils to know and understand environmental problems at a local, regional and global level;
- To encourage in pupils a commitment to sustainable development and an appreciation of what 'global citizenship' means;
- To develop a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

TEACHING AND LEARNING STYLE

We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and we combine these with enquiry-based research activities. We encourage pupils 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, and aerial photographs, and we enable them to use ICT in geography lessons where this serves to enhance their learning. Pupils take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the pupils in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are pupils of widely different geographical abilities in all classes and we provide suitable learning opportunities for all pupils by matching the challenge of the task to the ability of the child. We achieve this by:

- Setting common tasks which are open-ended and can have a variety of responses;
- Setting tasks of increasing difficulty, some pupils not completing all tasks;
- Grouping pupils by ability in the room and setting different tasks to each ability group;
- Providing resources of different complexity according to the ability of the child;

GEOGRAPHY CURRICULUM PLANNING

We have adapted our Geography schemes of work to the local context. We ensure that there are opportunities for pupils of all abilities to develop their skills and knowledge in each unit and we build planned progression into the scheme of work so that the pupils are increasingly challenged as they move up through the school.

We carry out curriculum planning in Geography in three phases (long-term, medium-term and short-term).

The long-term plan maps out the topics to be covered over the 4 year cycle (KS2) or 3 year cycle (KS1).

The medium-term plans are written by the KS teams under the direction of the head teacher. They address the National Curriculum subject content for each Key Stage.

The plans are differentiated so as to address the needs of all the pupils in the KS.

The short term plans are completed by all teachers and outline when lessons will be delivered. Geography is a subject which teachers might choose to block over a 2-3 week programme in the term. This allows for sharing of resources and for field trips and special events.

We plan the topics in geography so that they build upon prior learning. Pupils of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into the scheme of work, we offer them an increasing challenge as they move up the school.

FOUNDATION STAGE

We teach geography in Foundation Stage as an integral part of the topic work covered during the year. Geography makes a significant contribution to the ELG objectives for Understanding the World.

THE CONTRIBUTION OF GEOGRAPHY TO TEACHING IN OTHER CURRICULUM AREAS

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. We ensure that some of the texts that we use in the literacy hour are geographical in nature. At Key Stage 2 we organise debates on environmental issues because we believe that these develop speaking and listening skills. Reports, letters and recording information will all develop pupils' writing ability. We also use environmental issues as a way of developing the pupils' writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the pupils how to represent objects with maps. The pupils study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data/statistics.

Information and communication technology (ICT)

We make provision for the pupils to use computers/tablets in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Pupils use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We arrange for the pupils to communicate with other pupils in other schools and countries by using e-mail. We also offer pupils the opportunity to use the tablets to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, pupils study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that pupils have the opportunity to take part in debates and discussions. Thus geography in our school promotes the concept of positive citizenship.

Spiritual, moral, social and cultural development

We offer pupils in our school many opportunities to examine the fundamental questions in life through the medium of geography. For example, their work on the changing landscape and environmental issues leads pupils to ask questions about the evolution of the planet. We encourage the pupils to reflect on the impact of mankind on our world and we introduce the concept of 'stewardship' in relation to sustainable development. Through teaching about contrasting localities, we enable the pupils to learn about inequality and injustice in the world. We help pupils to develop their knowledge and understanding of different cultures so that they learn to avoid stereotyping other people and acquire a positive attitude towards others. We help contribute to the pupils' social development by teaching them about how society works to resolve difficult issues of economic development.

Geography contributes to the pupils' appreciation of what is right and wrong by raising many moral questions during the programme of study.

Assessment and recording

We assess the pupils' work in geography by making informal judgements as we observe the pupils during lessons. Once the pupils complete a piece of work, we mark and comment, providing next steps for learning as necessary.

Resources

We have sufficient resources in our school to be able to teach all the geography Schemes of Work. We keep these resources in a central store where there is a box of equipment for each unit of work. We also keep a collection of geography equipment, which the pupils use to gather weather data. In the library we have a good supply of geography topic books and atlases.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve pupils in practical geographical research and enquiry.

At Key Stage 1 we let all the pupils carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the pupils do a study of the local area, including river fieldwork. We also offer them the opportunity to take part in a residential visit to Whitby which includes orienteering training at the Danby Moors Centre.

Monitoring and review

The geography subject leader is responsible for monitoring the standard of the pupils' work and the quality of teaching in geography. The geography subject leader is also responsible for supporting colleagues in the teaching of geography, for being informed about current developments in the subject, and for providing a strategic lead and direction for the subject in the school.

We allocate special time for the vital task of reviewing samples of pupils' work and for visiting classes where possible to observe teaching in the subject.

Geography Progression of Skills						
Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical language	geographical language to describe feature or location e.g. hill/local/a road/coastline/ wood	geographical language to describe feature or location e.g. valley/hill/local/a road/coastline/ woods/village/farmland	to describe route and direction –8 compass points e.g. N, S, E, W, NW, NE, SW, SE link words to topic e.g. river/meander/flood/plain/location/ industry/transport	·to describe route and direction linking N/S/E/W with degrees on the compass ·link words to topic/theme e.g. contour/height/ valley	to describe route and direction, location linking 8 points of compass to degrees on compass link words to theme e.g. river – erosion/ deposition/ transportation: coasts – long shore drift/ headland	·describe route, direction, location ·16 points on compass to degrees on compass ·link words to theme e.g. settlement – urban/ rural/ land use/ sustainability: rivers – confluence/ tributary
Enquiry (builds on questions from previous years)	Ask geographical questions e.g. what is it like to live in this place?	Ask geographical questions –where is this place? What is it like? How has it changed?	Ask geographical questions: where is this location? What do you think about it?	Ask questions –what is this landscape like? What will it be like in the future?	Ask questions: what is this landscape like? How has it changed? What made it change? How is it changing?	Ask questions: what is this landscape like? How is it changing? What patterns can you see/ how has the pattern changed?
	express own views about a place, people, environment	Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations, population	analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures/ maps	analyse evidence and draw conclusions e.g. compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life	Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/ temperature. Look at patterns and explain reasons behind it
	recognise how places have become the way they are e.g. shops (patterns and processes)	recognise how places have become the way they are e.g. shops (patterns and processes)	identify and explain different views of people including themselves e.g. views of different sections of community when developing holiday resort/new housing estate hold geographical issues through drama role play e.g. recycling	identify and explain different views of people including themselves	identify and explain different views of people including themselves design and use questionnaires to obtain views of community on subject	identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views
	observe and record e.g. identify buildings on a street – memory maps	observe and record in different ways e.g. sketches, diagrams, ICT	collect and record evidence: construct questionnaire, use field	collect and record evidence: show questionnaire results in	Collect and record evidence. conduct a land use survey	collect and record evidence record measurement of river

	communicate in different ways e.g. pictures/ pictograms simple maps/sketches/labelled diagrams	communicate in different ways –pictures, writing, charts	sketch, sketch, brainstorm words about a place, sketch maps (e-learning, atlases) communicate in ways appropriate to task and audience creating a sense of place e.g. use questionnaires, charts, graphs to show results, write views to local paper	simple chart, colour coded maps which demonstrate patterns communicate in ways appropriate to task and audience	categorise codes communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new	width/ depth/ velocity communicate in ways appropriate to task and audience e.g. use email to exchange information about locality with another school
Fieldwork: where, why? Use fieldwork techniques	use simple field sketches use a camera	use simple field sketches and diagrams, use a camera	use more detailed field sketches and diagrams		field sketches should show understanding of pattern/ movement/ change	field sketches should show understanding of pattern/ movement/ change
Map work/ atlas work	make simple maps and plans explore maps of the local area	compare two settlements use globes, maps, plans at a range of scales use content/index to locate country/draw information from a map	draw maps more accurately plan view (from above) use key accurately use contents/index to locate page quickly and accurately (ICT)	·draw accurate map – develop more complex key use contents/index to locate position of location including page/coordinates	draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.	locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc.

