

Carlton Colville Primary School Geography Policy

Aims and objectives

Geography provides a means of exploring, appreciating and understanding the world in which we live and how it has evolved. It stimulates curiosity and imagination and encourages learning through experience and field work. At Carlton Colville Primary we teach and learn Geography through our feet! Geography teaching also motivates children to find out about the physical world, and enables them to recognise the importance of sustainable development for the future of mankind.

The objectives of teaching geography in our school are:

- to enable children to gain knowledge and understanding of places in the world;
- 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;
- to allow children to learn graphic skills, including how to use, draw and interpret maps;
- to enable children to compare their life and local environment with other regions in the UK, Europe and the rest of the world.
- to enable children to know and understand environmental problems at a local, regional and global level;
- to motivate children to find out about the physical world and to encourage a commitment to sustainable development, and an appreciation of what 'global citizenship' means;
- to develop in children a variety of other skills, including those of enquiry, problem-solving, ICT, investigation, and that of presenting their conclusions in the most appropriate way.
- to inspire curiosity.

Teaching and learning style

Geography is incorporated into the flexible learning curriculum at Carlton Colville. It is taught as a discrete subject often within a larger theme. Our whole school focus for the curriculum in the Summer Term is 'The World Around Us'. 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 children to ask as well as answer geographical questions and to be curious. 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. Children 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 children in 'real' geographical activities, for example research of local environmental problems such as flooding [Year 2] and coastal erosion [Year 4]; and a local study around regeneration culminating in a 'Dragon's Den' style presentation [Year 6].

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

- setting tasks which are open-ended and can have a variety of responses;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability in the room, and setting different tasks to each ability group;
- differentiating learning at basic, advancing and deep levels.
- using classroom assistants to support the work of individual children or groups of children.

Geography curriculum planning

We use the National Curriculum for geography as the basis for our curriculum planning. We have linked this to our own school 'curriculum drivers' especially raising aspiration through a greater understanding of the wider world and the possibilities it offers us.

Our curriculum planning is in three phases (long-term, medium-term and short-term) all based on the thematic approach. Our medium-term plans map the geography studied in each term within the theme. The subject leader devises this plan in conjunction with teaching colleagues in each year group and they are reviewed annually.

Close liaison within 'Milestone' phases and across the school ensure progression, continuity and consistency.

Class teachers create short term plans for individual lessons. These plans list specific learning objectives and expected outcomes for each lesson. The class teacher keeps these individual plans, and often discusses them with the geography subject leader on an informal basis.

We plan the topics in geography so that they build on prior learning. Children 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.

The Foundation Stage

We teach geography in nursery and reception classes as an integral part of the themes covered during the year. As the reception class is part of the Early Years Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the "Development Matters and Early Learning Goals (ELGs) which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as sharing stories to enable children to make sense of different environments, provision of resources for children to create maps, plans and models of known an imaginary landscapes.

Geography and inclusion

At our school we teach geography to all children, whatever their ability and individual needs. Geography implements the school curriculum policy of providing a broad and balanced education to all children. Through our geography teaching we provide learning opportunities that match the needs of children with learning difficulties, and we take into account the targets set for individual children in their Individual Education Plans (IEPs). We strive hard to meet the needs of those pupils with special educational needs, those with disabilities, those with special gifts and talents, and those learning English as an additional language, and we take all reasonable steps to achieve this. For further details see separate policies: Special Educational Needs; Disability Non-Discrimination and Access; Gifted and Talented; English as an Additional Language (EAL).

We enable all pupils to have access to the full range of activities involved in learning geography. Where children are to participate in activities outside the classroom, such as a visit to a river, we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment for learning

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a *PowerPoint* presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress. Older children are encouraged to make judgements about how they can improve their own work.

The subject leader keeps samples of the children's work in a portfolio which shows the expected level of achievement in geography in each year of the school.

Resources

The subject leader ensures that we have sufficient resources in our school to be able to teach geography. Resources are linked to themes and are mainly kept in Year groups although some resources are shared and kept in a central store. All resources are continually updated.

Fieldwork

Fieldwork is integral to good geography teaching and is part of our ethos of 'Geography through our feet', and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

Monitoring and review

The subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. The subject leader is also responsible for supporting colleagues in their teaching, for being informed about current developments in the subject, and for providing a strategic lead and direction for geography in the school. The subject leader creates an action plan for each academic year and this is reviewed annually with the Headteacher. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

This policy will be reviewed at least every three years.

Date: July 2014

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