



MICKLEOVER PRIMARY SCHOOL

Name of Policy: Geography Policy

Date of Policy: November 2016

Member of Staff responsible: A. Fasey

Review date: November 2019

Signature: _____ **Chair of Governors**

Date Approved: _____

At Mickleover Primary School

We are:

Motivated to learn

Proud of our achievements

Successful and skilled for life



GEOGRAPHY POLICY

RATIONALE

Geography provokes and answers questions about the natural and human worlds, using different scales of enquiry to view them from different perspectives. It develops knowledge of places and environments throughout the world, an understanding of maps, and a range of investigative and problem-solving skills both inside and outside the classroom. As such, it prepares pupils for adult life and employment. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography they encounter different societies and cultures. This helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values, and their rights and responsibilities to other people and their environment.

AIMS AND OBJECTIVES

At Mickleover Primary School we want pupils to develop a knowledge of people and places and to understand the physical, social, and economic forces which shape places and lifestyles. We strive to achieve this by -:

- teaching the geographical skills and knowledge laid down in the 2014 National Curriculum Programmes of Study
- encouraging children in asking geographical questions.
- providing opportunities to use a variety of secondary sources including maps, plans, globes, digital mapping and the internet to find information.
- providing resources and opportunities beyond the classroom to develop skills.
- Enabling the children to view themselves as a Global Learner
- providing the children with opportunities to compare and contrast their locality to others.
- enabling the children to develop their knowledge and understanding of the world they live in through investigation of that world.
- promoting positive attitudes towards, and an enthusiasm for, Geographical work in school.

PLANNING AND ORGANISATION

The geography curriculum will be delivered in accordance with the requirements of the National Curriculum. It will mainly be delivered at Key Stage 1 and Key Stage 2 through a topic based approach, although on occasions discreet skills lessons may be taught. At KS 1 Geography lessons will equate to one hour per week while at K S 2 it will be one and a quarter hours per week. However this will not be integrated into each half termly topic, but rather taught during specific topics.

TEACHING STYLES AND STRATEGIES

Teachers employ a range of teaching strategies that are as active and as practical as possible. These will include-:

- whole class teaching
- collaborative work
- individual or paired activities



- use of information technology

The learning opportunities are varied in order to suit all styles of learning and abilities by -:

- setting open ended tasks with varying outcomes
- setting tasks at a variety of levels
- grouping children appropriately
- providing support

FOUNDATION STAGE

The geography curriculum in the foundation stage is delivered in accordance with the objectives set in the Early Learning Goals. In the reception classes Geography is taught as an integral part of the topic work covered.

CROSS-CURRICULAR LINKS

The key goal of geography lessons is to develop children's geographical understanding. However, geography lessons can also provide valuable opportunities to reinforce what children have been learning in other areas of the curriculum, particularly History, Maths and Literacy.

There will be opportunities to write at length about Geographical subjects.

Where there are opportunities for links with other subjects, notably science and design/technology, these are made explicit. Opportunities to contribute to other curriculum areas, for example citizenship, environmental education and aspects of children's spiritual, moral, social and cultural development are also highlighted.

Opportunities to create cross-curricular links with the P.E. curriculum through OAA are to be encouraged and explored as are links with the ECO Action Group through the use of detailed school maps showing, for example, the location of specific tree species.

EQUAL OPPORTUNITIES

It is the policy of Mickleover Primary School to ensure that every child receives an equal opportunity within Geography activities, regardless of race, gender, ability or Special Educational Needs.

SPECIAL NEEDS

Pupils with SEN have the same geography entitlements to all other pupils and are offered the same curriculum at an appropriate level and with the appropriate support.

GIFTED AND TALENTED

Staff must ensure that there are adequate opportunities for Gifted and Talented children and these should be noted within planning where appropriate. The Geography and Gifted and Talented Coordinators should be informed. Pupils who are Gifted and Talented within Geography are offered the same curriculum as all other children, however they may work on activities at an extended level, using support staff and the Gifted and Talented Co-ordinator to give extra guidance where appropriate.

INFORMATION TECHNOLOGY

Geography is enriched by the use of IT:



- The internet provides access to images of people, places and environments that would otherwise be difficult to experience.
- Up to date maps and images eg. 'Google Earth' are accessible when necessary.
- Digital mapping allows relevant examination of an area, including historical change.
- CD ROMs, where appropriate, are used to develop geography skills and enquiry.

ASSESSMENT, RECORDING AND REPORTING.

Assessment is an integral part of effective teaching and learning. Teachers assess children's work in geography by making informal judgments as they observe pupils. Formal work will be marked on completion and feed back given where and when possible. Teachers keep informal records on pupils' progress and this is passed on to the next teacher at the end of the school year and used to inform parents of progress. A new system of assessment and recording will be in place by summer 2017.

RESOURCES

Geography gives pupils the opportunity to appreciate lifestyles in other places and cultures. We must ensure that pupils' experience of places is in a non-stereotypical way, with balance, showing positive and negative aspects of life. Resources must therefore be chosen with care in order to avoid stereotypical views and allow pupils to appreciate cultural and environmental differences.

Resources in school include -:

- A variety of up-to-date atlases, appropriate to the age and ability of the children, are available within each teaching department.
- There is a CD of aerial photographs of Mickleover in each Year Group. The master is in the school safe.
- We are currently subscribed to a digital mapping service.
- Ground level photographs of Mickleover are on the server.
- General maps, globes, plans and photographs are stored in the resource area.
- Topic boxes containing specific geography resources are stored in the resource area.
- Teacher's resources such as books, photocopiable worksheets and photo packs are stored on the shelves by the ICT suite.
- Specific geography CD ROMs are available in the ICT suite.
- The internet and interactive white board provides innumerable geography resources.
- The large world map, situated in the corridor outside the staffroom, is so placed to allow for whole-class/group instruction.

ROLE OF THE CURRICULUM LEADER

The curriculum leader for Geography works with the whole school staff to develop a cohesive experience throughout the school.

The curriculum leader will also:

- Support colleagues in their development and understanding of detailed work plans and implementation of the scheme of work and in assessment and record keeping.
- Take responsibility for the purchase, maintenance and organisation of resources for Geography, taking into account cost effectiveness.
- Keep up to date with developments in Geography provision and teaching



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- Attend curriculum leader meetings and courses provided by the LEA (where available), cluster groups or other colleagues.
- Monitor and review the planning and delivery of Geography throughout the school.
- Advise the Headteacher of action required (e.g. resources, standards etc).
- Encourage and assist in-service training.

Geography is a subject in its own right and has specific skills and knowledge, which need to be taught and learnt. However some of these skills and knowledge can be applied across the curriculum to support work in other subjects.

MONITORING AND REVIEW

The coordinator will ensure that there is continuity and progression in Geography by monitoring the planning, scrutiny of children's work and lesson observations. As part of Mickleover Primary School's monitoring cycle, geography is given time whereby the coordinator carries out the above and reports back to Senior Management Team, staff and Governors on their findings.