



## **GEOGRAPHY POLICY**

**May 2019**

### **INTRODUCTION**

Geography teaches an understanding of places and environments. Through their work in geography, children 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, children gain an appreciation of life in other cultures. At Wootton Bassett Infant school we believe that the teaching of Geography should motivate children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

### **AIMS**

Our geography curriculum ensures that all elements of the Statutory Framework for the Early Years Foundation Stage (2017) and the History programme of study for Key Stage 1 of the National Curriculum (2014) are covered. At Key Stage 1 this will involve knowledge, skills, processes and understanding being taught through areas of study.

Our aims are:

- ❖ To provide a broad, balanced and inspiring geography curriculum which balances key knowledge with the development of skills.
  
- ❖ To foster a curiosity about other countries and cultures and in so doing, teach 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 know and understand environmental problems at a local regional and global level.
- ❖ To encourage in children a commitment to sustainable development and an appreciation of what "global citizenship" means.
- ❖ To help every children develop a variety of skills, including those of enquiry, problem solving, communication and investigation skills.

## **TEACHING AND LEARNING STYLE IN GEOGRAPHY**

### **The Foundation Stage**

We teach geography in reception classes as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Development Matters document which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the objectives of developing a child's knowledge and understanding of the world through activities such as looking at different places, singing songs from around the world, or investigating the school environment.

### **Key Stage 1**

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. 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 IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, e.g. research of a local environmental problem or use of the Internet to investigate a current issue.

We use the national programme of study for geography as the basis for our curriculum planning. We have adapted the national scheme to the local circumstances of our school, i.e. we make use of the local environment in our fieldwork and we also choose a locality where the human activities and physical features provide a contrast to those that predominate in our own immediate area. Our curriculum planning is in three

phases (long-term, medium-term and short term). Our long-term plan maps the geography topics studied in each term in each year group.

Our medium-term plans follow the national scheme of work and give details of each unit of work for each term. We plan the topics in geography so that they build upon 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. As much as possible, we combine the geographical study with work in other subject areas to reinforce our creative approach to learning at Wootton Bassett Infant school. This includes mathematics, English, computing and PSHEC.

The teaching and learning of geography is based upon discussion, use of primary and secondary sources, debate, role play, field work and first hand experiences. The children will often work in mixed ability groups, however differentiation is identified and provided and therefore activities and groupings will vary. Resources are available for each unit of study as well as use of the Library and internet to provide further source materials and information. Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry.

### **Equal Opportunities and Inclusion**

All pupils are provided for in lessons, regardless of gender, race, disability or, in the case of external visits and visitors to the school, financial considerations. We avoid stereotypical assumptions about the abilities and aptitudes of children. 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 common 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;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **Health and Safety**

All school trips with a history emphasis will follow the procedures of the school health and safety policy. A risk assessment form will be completed and on the day of the

trip the children will be supervised in small groups using teachers, teaching assistants and parent helpers.

## **ASSESSMENT**

Assessment is made by the class teacher and based upon observation, discussion and work produced by individual children. In annual reports, a comment is made about the areas covered throughout the year. The geography subject leader keeps samples of the children's work in a portfolio which shows what the expected level of achievement is in geography in each year of the school.

## **MONITORING OF SUBJECT PROVISION**

The subject leader monitors and evaluates the teaching and learning of geography throughout the school. This includes learning walks, planning and work scrutiny and pupil voice. The results of these findings are fed back to staff in staff meetings and to the Senior Leadership team. Targets for geography provision are created on an annual basis in the Subject Leader Action Plan, based on termly assessed results and feedback. 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. The geography policy is evaluated and reviewed by the subject leader and senior management and agreed by governors. The subject leader also provides the governors with an annual report evaluating the subject provision and the impact of actions undertaken.