

Newton Flotman Primary School



Geography Policy

Policy agreed by: _____

Date: _____

Review Date: _____

Introduction

Geography investigates the earth and its peoples. It should stimulate the pupils' interest in their surroundings and in the variety of physical and human conditions on the earth's surface. Pupils are encouraged to ask questions about our environment such as, "Where is this place?" "What does this place look like?" "What is it like to live here?"

Geography for primary age children should be exciting, interesting and relevant to children's lives. It should investigate real places and the lives of the people who live there. As well as drawing on children's own local knowledge, studies should involve a range of scales, i.e. local, national, continental and global. It should introduce children to a wide range of appropriate geographical vocabulary. Our main aim in teaching geography is to foster children's curiosity and encourage children to think geographically and draw conclusions about people, places and issues.

Aims

To achieve our main aim we encourage pupils:

- To enjoy and listen to stories about people and places
- To ask and investigate questions about places
- To develop their sense of place and understand how they fit into the wider world
- To learn through seeing and doing, giving opportunities for field work
- To make sense of what is going on in a changing world
- To look at a variety of places, cultures, peoples and environments
- To develop a range of skills, including language, number and information technology

Time Allocation

Geography is a foundation subject. Time is not allocated on a weekly basis. Sometimes geography is taught as part of a theme, or as a discrete subject. It is also taught within other parts of the curriculum. We aim to spend 4% of curriculum time at KS1 and 5% at KS2.

Planning and links with other subjects

Whilst we recognise the distinct nature of geography, we regard links with English as vital e.g. in KS1, stories about journeys or places provide

many opportunities for the development of children's reading skills. Geography provides many opportunities for practical application of mathematical skills e.g. data handling in a local traffic survey or recording measurements in a river study. These can be recorded using information technology. Many other opportunities to make links across the curriculum are taken.

Teaching and learning

The organisation of teaching and learning includes group work, whole class teaching, individual research and enquiries, presentations and role-play.

Whole class teaching of geography involves:

- Challenging pupils by finding them stimulating problems to solve which help to develop their geographical skills
- Engaging their interest by investigating aspects of their own locality and of more distant places
- Providing opportunities for pupils to pose their own questions and develop their own opinions about places and their environment
- The use of I.C.T. to gain access to the wider world

Children's records of their work

The children will record their work in geography in different forms depending on the purpose of the activity.

Children record their work in order to clarify their own thinking, to act as a future reference, to communicate with others and to provide evidence of their work in geography.

We will encourage children to record their work in written form, pictorially, as a map, chart, diagram or graph (including IT produced work), as a model, as photographs or verbally (e.g. in a class debate, role play, simulation or group presentation).

Resources

We will use a range of globes, maps and plans of different scales and other sources such as pictures and photographs including aerial photographs. IT will be used to enable pupils to handle the data they collect and to use CD-ROM encyclopaedias and video.

The school's ongoing display "Where in the world is Percy Penguin?" enables children to learn about other countries and places.

Teachers will follow the school's agreed procedures when taking children out of school to undertake geographical fieldwork.

Support staff

Classroom assistants enrich the learning experience of an individual or group of children. Where possible, planning in geography should be undertaken together.

Parents or local people may be able to support the geography curriculum through their own knowledge and experiences and by supportive fieldwork visits.

Special educational needs

Reference should be made to the school's SEN policy. When planning the learning objectives and activities associated with each geography unit, we pay particular attention to the ways the curriculum can be modified to make it accessible to all children.

Equal Opportunities

We recognise that geography can provide children with the chance to learn about people of different gender, and from different societies and cultures. We plan to provide a balance in our topics and to look for balanced images which avoid stereotyping. In our school policy on equal opportunities we endeavour to ensure equal access to all parts of the curriculum.

Assessment, recording and reporting

In our plans, we identify the learning objectives for geography, which are related to the National Curriculum expectations and usually based on the QCA units of work. These help us to decide when and how to assess the progress the pupils make.

We use a range of approaches, both formative and summative to check on the progress made.

In our annual reports we inform parents about their child's progress in geography.

Geography Resources

Key Stage One:

2 world maps

2 world globes

12 infant atlases

Folens Infant Geography resource book

Large maps of Norfolk

Heinemann Young Explorer CD Rom

Key Stage Two

Local map of school

Aerial photograph of school

Environment atlas

BBC Factfinders United Kingdom book

BBC Rivers of the World book

BBC UK Geography resource pack

Ginn Geography: - Teacher resource book, (linked to QCA)

Ginn Mapping Skills book

Ginn Geography: People on the move, (3), People and climate, (3)

People and settlements, (3), Shaping the land, (2), The environment, (4)

Using the land, (4)

Teachers' resource books

Geography of the environment by Patricia and Steve Harrison; Book3, (13) and Book 4, (18)

Mapwork 2 book

Folens Junior Geography resource book

3 world maps

World map, using Peters Projection, in library

2 world globes

Atlases: Philips Foundation Atlas, (21)

Junior School Atlas (6)

Heinemann CD Roms: Landscapes, Water, Environment

Websites