

HIGHFIELD PRIMARY SCHOOL

POLICY FOR GEOGRAPHY

This document is a statement of the aims, principles and strategies for the teaching and learning of Geography at Highfield Primary School.

The policy will be reviewed annually.

WHAT IS GEOGRAPHY?

Geography is the study of places and the people, flora and fauna that inhabit them. It looks at the way the earth's surface is influenced by both human and physical processes.

AIMS OF GEOGRAPHY TEACHING

Geography at Highfield aims to ensure all pupils:

- develop an understanding of significant places, both on land and in the sea, including their defining characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

CONTENT

- In Key Stage 1 pupils will develop their knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- In Key Stage 2 pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

STRATEGIES FOR THE TEACHING OF GEOGRAPHY

- In both Key stages Geography may be taught in a variety of ways:
 - as part of a broad topic e.g. homes, which would cover other subjects as well.
 - as a Geography specific topic e.g. weather, Robin Hood's Bay, climates.
 - as weekly lessons concentrating on one aspect of geography e.g. mapwork
 - as individual lessons focusing on specific programmes of study

In the course of the year a combination of these teaching methods may be used. Children work with others, listen to each other's ideas and treat them with respect.

- There is no specialist teaching in Geography. Each class teacher is responsible for the teaching of the geography curriculum to his or her class. Children may be taught in groups, individually or as a whole class as is appropriate to the activity concerned.
- The emphasis in our teaching of geography is the acquisition of GEOGRAPHICAL SKILLS. We endeavour to incorporate key geographical questions (e.g. Where is this place? What is it like? How is it changing?) into our teaching. Children are encouraged to use and make maps and, where appropriate, fieldwork is incorporated into all units of work. The school grounds are a valuable teaching resource and their use is to be encouraged in both key stages.
- In KS1 day trips are organised to assist the teaching of geography and at KS2 the residential trips have strong geographical links:
 - Y4 to Robin Hood's Bay
 - Y6 to Marrick Priory (Yorkshire Dales)
- All trips will be planned in accordance with the school educational visits policy.
 - Work will be set at a manageable but challenging level and suitable tasks will be planned to meet differing abilities of children within a class.
- Children with special educational needs will receive support and assistance where this is appropriate. Some children may benefit from geography teaching if the programmes of study are interpreted to suit their individual needs. Exceptionally able children may be given open-ended tasks to tackle more complex issues and use a wider range of resources.
- Children will use maps and plans of differing scales, compasses, measuring equipment, weather recording instruments, non-fiction and fiction books, pictures, photographs, DVDs, the world wide web fieldwork, aerial photographs and artefacts to assist them in their learning.
- At Key Stage 2 children may use technology to present their findings, where this is appropriate.
- Excellence in Geography is celebrated by sharing and displaying work in class, and sharing assemblies, by showing work to the Headteacher and by the rewarding of team points.
- Geography work is recorded in a variety of ways e.g. written accounts, brochures, pictures, maps, field sketches, charts, I.T. work.

At Key Stage 1 this work will be in topic books.

In Key Stage 2 children use geography workbooks and may produce more sophisticated group or individual projects.

STRATEGIES FOR ENSURING CONTINUITY AND PROGRESSION

- Planning in geography is a process in which all teachers are involved. Work is planned at KS planning meetings. This ensures that the National Curriculum 2014 statutory requirements are met without inappropriate repetition of work.
- The geography scheme of work covers all the programmes of study at each Key Stage. Progress in geography will be characterised by an increase in breadth and depth of studies, the shift in emphasis from local to more distant, a development of skills and the increasing opportunities to examine social, political and environmental issues.
- By the end of Key Stage 1 most children will be able to
 - describe the main features of localities
 - recognise where things are and why they are as they are
 - express their own views about features of an environment and recognise how it is changing.
 - use basic mapping skills
- By the end of Key Stage 2 most children will be able to
 - explain the physical and human characteristics of places, and their similarities and differences
 - know the location of key places in the United Kingdom, Europe and the world
 - explain patterns of physical and human features
 - recognise how selected physical and human processes cause changes in the character of places and environments
 - describe how people can effect the environment and explain the different views held by people about environmental change
 - undertake geographical investigations by asking and responding to questions and using a range of geographical enquiry skills, resources and their own observations.

THE ROLE OF THE CO-ORDINATOR IS TO:

- review the scheme of work and provide guidance to staff where needed
- to organise, review and order resources and keep staff informed about new resources
- to maintain awareness of current developments in geography teaching by attending courses as appropriate.

STRATEGIES FOR RECORDING AND ASSESSMENT

- Marking and assessment will be carried out according to the school policy on marking and assessment
- Parents receive an annual written report and are invited to interviews with the child's teacher twice a year.

RESOURCES

All classes have a globe and classes have access to sets of atlases. Other geography books, maps and resources are kept in the Resource Room. The list of resources is available and will be updated, by the coordinator, as necessary.

EQUAL OPPORTUNITIES

All pupils, regardless of race and gender should have equal opportunities to study this subject.

INCLUSION

- pupils with a disability will not be treated less favourably, for a reason that relates to their disability
- pupils with special educational needs should have full access to a broad, balanced and relevant education to ensure the highest possible levels of achievement
- interventions for each child should be regularly reviewed and their impact assessed

HEALTH AND SAFETY

All staff are responsible for:

- Complying with the school's Health and Safety Policy.
- Taking reasonable care of their own health and safety and that of others affected by their acts or omissions.
- Co-operating with their management in complying with relevant statutory provisions.
- Using all work equipment and substances in accordance with the instruction and training received.
- Not intentionally misusing anything provided in the interests of health, safety and welfare.
- Following all prescribed safe working practices and not working while unfit to do so.
- Reporting to their supervisor or manager any health and safety problem they cannot deal with themselves or any shortcoming they find in the health, safety and welfare arrangements.

All children will be responsible for

- Complying with school rules and procedures.
- Taking reasonable care of themselves and others.
- Co-operating with their teachers and other school staff.
- Using equipment and substances in the manner in which they are instructed.
- Not misusing anything provided for the purposes of health and safety.
Reporting anything they believe to be hazardous or dangerous to their Teacher / Headteacher.