

Kincraig Primary School and Nursery



Geography Policy



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Aims and objectives

Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area, and they 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. 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 man-kind.

Our objectives in the teaching of geography 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 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 develop in children a variety of other skills, including those of enquiry, problem-solving, computing, investigation, and that of presenting their conclusions in the most appropriate way
- to develop the cross-curricular use of geographical skills and knowledge.

Teaching and learning style

We use a variety of teaching and learning styles for Geography. 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 computing technology 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. Where 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 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;
- 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.

Geography curriculum planning

Geography is a foundation subject in the National Curriculum. We use the National Curriculum programmes of study to map out our curriculum and as we follow a creative curriculum, there is a great opportunity for a geographical focus.

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 year group for Key Stages One and Two.

Each class teacher then plans sessions and activities for the topic or theme breaking down the programme of study to create a medium term plan.

We plan geography activities so that they build on prior learning. Children of all abilities have the opportunity to develop their skills and knowledge during the themes or topics and, through planned progression built into the curriculum planning documents, we offer them an increasing challenge as they move up the school.

The Foundation Stage

We teach geography in Nursery and Reception as an integral part of the topic work covered during the year. As they are part of the Foundation Stage of the National Curriculum, aspects of the children's work are planned using the specific area of 'Understanding the World' objectives set out in the Development Matters Document working towards the Early Learning Goals (ELGs) which underpin the curriculum planning for our two to five year olds. Geography makes a significant contribution to the development of each child's knowledge and understanding of the world, through activities such as finding out about different places and singing songs from around the world.

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 the relevant separate policies.

When progress falls significantly outside the expected range, the child may have special educational needs. Our assessment process looks at a range of factors – classroom organisation, teaching materials, teaching style, and differentiation – so that we can take some additional or different action to enable the child to learn more effectively. Assessment against the National Curriculum allows us to consider each child's attainment and progress against expected levels. This helps to ensure that our teaching is matched to the child's needs.

Intervention will lead to the creation of an IEP for children with special educational needs. The IEP may include, as appropriate, specific targets relating to geography.

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 we carry out a risk assessment prior to the activity, to ensure that the activity is safe and appropriate for all pupils.

Assessment

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 research and investigation of different features of rivers. 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.

We assess work in geography by making informal judgements as we observe the children during lessons. Once the children complete a piece of work, we mark and comment, as necessary. Once they complete a relevant theme or topic, we make a summary judgement of the work of each pupil in relation to the National Curriculum levels of attainment. We use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

Resources

The Geography co-ordinator is responsible for auditing the geography resources within school. All teachers are responsible for checking their equipment and resources and informing the co-ordinator about any additional resources that will be required for their theme or topic. These can then be ordered for the school once checked and approved by the Head teacher. In the library, we have a supply of geography topic books and in class the children have access to computers and technology to support their individual research.

Fieldwork

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.

For health and safety issues regarding fieldwork, our school follows the guidance contained in its policies on Visits and on Health and Safety.

Monitoring and review

The monitoring and coordination of geography is the responsibility of the subject co-ordinator. The co-ordinator will also support colleagues in their teaching, by keeping informed about current developments in geography and by providing a strategic lead and direction for this subject.

The co-ordinator will monitor and evaluate the planning and learning of geography within school to ensure it is effective and progressive in content and skills.

This policy will be reviewed at least every two years.

Policy last update 01/09/21

The Geography Policy at Kincaig Primary School and Nursery will be reviewed and modified on a regular basis at least every two years. It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for this policy – Connor Bracegirdle

Policy Adopted by the Governing Body –

Signed _____ Date _____

Date	Proposed Amendment	Signed