

# Geography Policy

## What is geography?

The role of geography is to inspire and enable pupils to understand the relationship between places, the human and physical processes that shape them, and the people who live in them. Geography also helps us understand how and why places are changing, and to better imagine, predict and work towards a better future through the impact that they have. Through geography, pupils learn a range of skills, concepts, attitudes and methods of working. Geography encourages pupils to think widely about their place in the world and how their actions can impact positively not just locally, but on the wider world.

## Our Philosophy

Geography lessons should be enquiry-based which inspire in all pupils a curiosity and fascination about the world and enable them to:

- Develop a strong interest in their local surroundings and in the physical and human aspects which have shaped it.
- Compare their local environment to other globally significant places both within Europe and worldwide and understand the formation of landscapes and how they've changed environments.
- Deepen their understanding of the interaction between physical and human processes and recognise the importance of sustainable development and allocation of resources.
- Develop an enquiry based approach- to describe places, explain why places are as they are and predict what changes may occur.
- Develop a wide range of geographical skills through active participation in;
  - collecting, analysing and communicating with a range of data gathered through first-hand experiences of fieldwork.
  - interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Google Earth.
  - communicating geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing.
- Observe and describe geographical features using appropriate terminology.
- Develop map work skills, including how to use, draw and interpret maps.
- Increase their knowledge of other cultures and, in doing so, teach a respect and understanding of what it means to be a positive citizen in a multi-cultural country.
- Know and understand environmental concerns at a local, regional and global level and how changes they make could impact their future.
- Understand how and why a place is changing and how this compares to other places.
- Develop their understanding about how and why are places connected.
- Debate and discuss how different views, values and perspectives influence and affect places and environments at different scales.

## Our Aims

It is the school's policy to promote the development of geographical knowledge and skills from year to year. We believe that pupils should be able to:

- Ask questions and form hypotheses
- Plan investigations
- Observe geographical features and conditions from a range of sources including first hand experiences
- Find, collect and record information
- Analyse, interpret, evaluate and organise information

## Planning

Teachers will plan inspiring lessons that generate a curiosity and fascination of the world in line with the National Curriculum, based on the four key areas of –

1. Locational knowledge

2. Place knowledge
3. Human and physical geography
4. Geographical skills and fieldwork

### **Long Term Planning**

Teachers will follow the whole school plan that ensures breadth and balance across all year groups. Reference to the 'Progression of skills in geography' document ensures coverage of knowledge, skills, enquiry, fieldwork and map skills within and across year groups.

In Key Stage 1, geography will be taught through a range of topics. Pupils will develop their knowledge about the world through a study of a non-EU country, the United Kingdom and their locality. They will also experience first-hand observation of the local area as well as develop their subject-specific vocabulary. In Key Stage 2 pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe as well as North and South America, they will continue to develop subject specific vocabulary.

### **Medium Term Planning**

This will look in detail at the term's work and should include details of:

- Teaching objectives / Knowledge to be acquired – including subject specific vocabulary
- Skills to be developed in the topics/ lesson
- Resources
- Activities
- Assessments

### **Teaching Methods**

A wide variety of teaching methods best suited to the abilities and interests of pupils will be used, including:

- Whole class teaching
- Fieldwork and local studies
- Observation and enquiry
- Individual, group and class investigations
- Discussion and debate – asking and answering geographical questions

Enquiry should form a part of all work in geography. It should take account of pupils' interests, passions, experiences and capabilities and lead to investigations based on fieldwork and classroom activities. Wherever possible enquiries should involve the pupils in 'real' geographical activities e.g. local environmental issues.

### **Resources**

Pupils will be encouraged to select information from a variety of resources including:

- Aerial photographs and imagery
- Maps and compasses, digital computer mapping, charts, atlases and globes
- Documents, books and newspapers
- Visitors
- Fieldwork and local area studies
- ICT, DVDs, the internet, TV and radio programmes

### **Health and Safety**

This Policy should be read alongside our Health and Safety Policy and Local Authority guidance on off-site trips.

### **The role of the geography co-ordinator**

The geography co-ordinator should:

- Be available for advice and consultation to other members of staff
- Be aware of and disseminate the latest information on curriculum and statutory guidelines, and attend courses as appropriate
- Be responsible for the formulation and updating of a geography Policy and 'Progression of skills' document
- Take responsibility for auditing, ordering and maintenance of geography resources