



St Paul's Church of England Primary School

Geography Policy

Adopted by: Curriculum Committee

On: 27th February 2019

Review: Spring 2022

1. Aims and objectives

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. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

The aims 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 a variety of other skills, including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

2. Teaching and learning style

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, and they present reports to the rest of the class. 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 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;
- 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

We integrate our Geography teaching into Topics across the whole school.

EYFS uses 'Understanding the World' as the foundation for planning.

KS 1 follows integrated Topics

KS 2 follows integrated Topics

The Foundation Stage and KS 1

Class	Autumn	Spring	Summer
Nursery	Nursery Rhymes Harvest Colour and Shape	Fairy Tales Growth	Water Out and About
Reception	Nursery Rhymes Harvest Light and Dark	Mythical Magical Life Cycles	Water Out and About
Year 1/ 2 Cycle 1	Around our school	London	Journeys over the Sea
Year 1/2 Cycle 2	Houses and homes	Africa	Seas around the world

KS 2

Class	Autumn	Spring	Summer
Year 3/ 4 Cycle 1	Sahara	Distribution and natural resources	Tudor London
Year 3/ 4 Cycle 2	Greek Holidays	Roman Britain	Britain's Farms
Year 5/6 Cycle 1	Rivers	Mountains and Volcanoes	Rainforest
Year 5/6 Cycle 2	Europe	Waters and oceans	United Kingdom

Years 3 to 6 work in topics that are taught over a two-year cycle

3. The contribution of geography to teaching in other curriculum areas

English

Geography makes a significant contribution to the teaching of English in our school because it actively promotes the skills of reading, writing, speaking and listening. Reports, letters and recording information will all develop children's writing ability. We also use environmental issues as a way of developing the children's writing ability by asking them to record information and write reports and letters.

Mathematics

Geography in our school contributes to the teaching of mathematics in a variety of ways. We teach the children how to represent objects with maps. The children study space, scale and distance and they learn how to use four- and six-figure grid references. They also use graphs to explore, analyse and illustrate a variety of data.

Information and communication technology (ICT)

We make provision for the children to use the ICT in geography lessons where appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We also offer children the opportunity to use the IPad to record and use photographic images.

Personal, social and health education (PSHE) and citizenship

Geography contributes significantly to the teaching of personal, social and health education and citizenship. Firstly, the subject matter lends itself to raising matters of citizenship and social welfare. For example, children study the way people re-cycle material and how environments are changed for better or for worse. Secondly, the nature of the subject means that children have the opportunity to take part in debates and discussions. Geography in our school promotes the concept of positive citizenship.

4. Assessment and Record Keeping

The learning outcomes from the National Curriculum aid the reporting and records of pupils' learning within Geography. Children are given constructive comments to allow them to progress, and this is incorporated into summative assessments and end of year reports. The Subject coordinator carries out observations and book and other monitoring tasks to assess progress within the subject across the school.

5. Resources

We keep resources in a central store where there is a box of equipment for each unit of topic. We also keep a collection of geography equipment and a variety of atlases across the two school sites. There is a range of educational software to support the children's individual research.

6. Monitoring and Review

The geography subject leader is responsible for monitoring the standard of the children's work and the quality of teaching in geography. 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 subject leader has a link governor with whom s/he meets to share attainment and progress information, monitoring outcomes and planned actions and outcomes with in order to support effective subject development.

The geography subject leader gives the headteacher an annual action plan in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. We allocate special time for the vital task of reviewing samples of children's work and for visiting classes to observe teaching in the subject.

The geography subject leader writes an annual report on standards and progress in the subject for the senior leadership team and school governors.