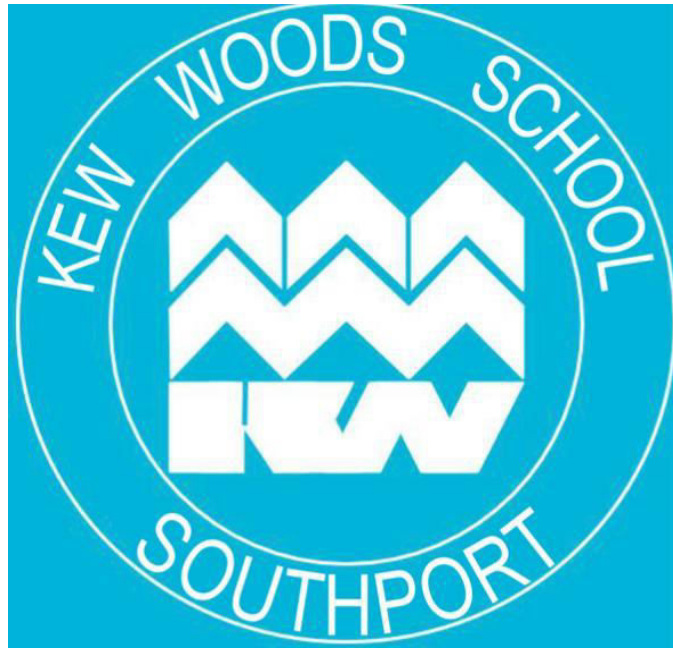


KEW WOODS PRIMARY SCHOOL



Geography Policy

Geography Policy

This subject policy is one in a series that makes up the whole curricular statement for the school. This policy states the school's philosophy about how Geography will make a contribution to every pupil's education.

Geography is a tool of learning and communication. It involves the study of places, the human and physical processes which shape them, and the people who live in them. Skills developed through Geography help pupils make sense of their surroundings and the wider world and inspire them with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

“Geography can inspire children to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment.”

{National Curriculum Document 2000}

AIMS OF GEOGRAPHY.

1. To foster a sense of wonder about the world and develop a strong interest and curiosity about their own surroundings and in the world as the home of mankind.
2. To appreciate the variety of physical and human conditions on the earth's surface, building up knowledge and understanding of patterns and processes.
3. To help children understand some of the relationships between people and environments. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. To create a sense of responsibility for the environments and people of the world we live in.
4. To help children to become 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.
5. To enable children to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

EQUAL OPPORTUNITIES

All pupils will have equal opportunity to reach their full potential across the Geography Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability. It is our aim to provide a varied and stimulating range of geographical experiences for all children. Mutual respect for all cultures will be promoted through the study of Geography.

Through the teaching of Geography we aim to challenge stereotyping linked to gender. In our locality studies equal emphasis will be given to the roles of men and women at all levels of society. We aim to develop awareness of the ethnic, cultural, economic and political diversity of human society and its geographical expression and to foster positive attitudes towards all peoples. We aim to share the different cultural and lifestyle experiences of children and their families e.g. Uganda water project, use of pen pals near London. We focus on the lives of real people and families to avoid stereotyping.

GEOGRAPHY AND MULTICULTURAL EDUCATION

The contribution of geography to multicultural education includes:

- Help children to gain an informed and balanced view of the world and their place in it through the study of different places and societies.
- Help children consider the similarities and differences between individuals, groups and communities and explaining some of the reasons for this.
- Help children to realise that we all have common needs which are met in different ways according to local circumstance.

As the content of Geography focuses on people and places we need to ensure we avoid bias and stereotyping in the images we present and the ideas and explanations we offer. We aim to ensure that through the study of Geography the children will come to recognise and value cultural diversity.

GEOGRAPHY AND SPECIAL EDUCATIONAL NEEDS.

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. All children should have access to materials and opportunities suitable to their specific needs. Exceptionally able children need to be challenged with open-ended tasks which provide opportunities to tackle more complex issues and use a wider range of resources.

TEACHING AND LEARNING STRATEGIES.

Classroom organisation will depend on the needs and abilities of the children and on the aims of the lesson. Children should be given the opportunity to experience a variety of approaches such as whole class lessons, group, paired and individual tasks when carrying out geographical work. They should be given opportunities to record their work in a variety of ways.

Children will learn best:

- if the teaching methods match their abilities.
- if lessons have regard to their prior knowledge and experiences and progression is ensured through whole school planning.
- if presentation given by the teacher uses a variety of illustrative materials.

- Through experiencing a variety of approaches including - knowledge given by teacher, as well as collaboration and interaction with peers, listening to visitors etc.
- Through being given the opportunity to carry out research using a variety of sources, including ICT.

FIELDWORK

During the Foundation Stage the children will be helped to develop a sense of place by activities and experiences which nurture the use of geographical language and a study of their immediate surroundings in school. Planned activities in the classroom and in the school surroundings encourage all children to participate in an enquiry approach at this early stage in their development, at their own level.

Fieldwork can provide children with a variety of experiences which can develop and enhance important cross-curricular skills, such as measuring, sketching, taking and using photographs, interviewing, note taking, and sampling, role play, observational skills, in addition to purely geographical skills. Children can develop an awareness of the relationship between the physical and human environment through fieldwork experiences planned to enhance the teaching of Geography throughout the school.

ENQUIRY

Enquiry should form an important part of the children's work, taking into account their interests, experiences and capabilities. It should lead to investigations based on fieldwork and classroom activities. Children should learn to work as individuals, collaboratively, in pairs or groups and as members of teams. Enquiry work involves asking questions, collecting relevant data from primary and secondary sources, presenting findings, drawing conclusions and evaluating enquiry.

AT KEY STAGE 1

The children will study two localities:

- The locality of the school.
- A locality of a small area in a contrasting non European country that has physical and/or human features that contrast with those in the locality of the school.

They will develop a range of skills, including map work, fieldwork investigations outside the classroom, graphical techniques and geographical vocabulary.

Essential opportunities will be

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of UK.
- Explore weather and climate in UK and around the world.
- Use maps, atlases and globes.
- Use aerial photographs.

AT KEY STAGE 2

The children will widen their knowledge by locating the world's countries using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

They will name and locate counties and cities in UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time.

They will understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America.

At both key stages the children will develop their knowledge and understanding, an enquiring and questioning approach, a range of geographical skills and an increasing awareness of the wider world.

The geography activities planned for the children are based on the QCA units of work and on material produced by Chris Quigley. These have been adapted as required to suit the school location, the needs of children and the curriculum resources available to us.

Essential opportunities;

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Identify key geographical features of the counties of the UK and show an understanding of how some of these aspects have changed over time.
- Locate the geographical zones of the world.
- Understand the significance of the geographical zones of the world.
- Understand similarities and differences through the study of human and physical geography of a region or are of UK different to that at KS1.
- Understand the similarities and differences through the study of human and physical geography of an area in a European country and a region in North or South America.
- Describe and understand key aspects of Physical geography including climate zones, biomes and vegetation belts, rivers, mountain, volcanoes and earthquakes and the water cycle.
- Human geography including settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use of 8 points of a compass. 4 figure grid references, symbols and keys including use of OS maps to build knowledge of UK and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.

- Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods. Including sketch maps, plans and graphs and digital technologies.

CROSS CURRICULAR ELEMENTS

Geography can make a significant contribution to the following:

- Education for Citizenship - through the consideration of similarities and differences allied to a sensitive consideration of values and attitudes towards other places.
- Economic and Industrial Understanding - through the economic activities in a place.
- Career and Education Guidance - through increasing knowledge and understanding of adult roles. Children identify how goods and services are provided in the local community.

It has links to:

- English - use of stories, big books, reading, written and spoken presentation.
- Mathematics - aspects of map work and data handling.
- ICT - handling, classifying and presenting data, gathering information and research through the use of the Internet and CD ROMS.
- D.T. - model making.
- History - studying how places change over time - links with local History study unit.
- Environmental Education - can feature in the study of an environmental issue.

ICT AND GEOGRAPHY

ICT can make a positive contribution to children's learning in Geography by:

- enhancing their skills of geographic enquiry.
- providing a range of information sources to enhance their geographical knowledge (use of digimap).
- supporting the development of their understanding of geographical patterns and relationships.
- providing access to images of people, places and environments.
- Contributing to their awareness of the impact of ICT on the changing world.

RESOURCES

Geography resources are stored in the Cupboard under the stairs by Year 3 classrooms. Globes, maps and atlases are housed in classrooms.

ICT-all computers have Google Earth which can be used on interactive whiteboards.

Digimap is purchased yearly.

The fabric of the building and the school grounds are used as a resource, as is the pond area.

Parental help and involvement is utilised where possible especially in fieldwork sessions.

ASSESSMENT, RECORDING AND REPORTING

Assessment forms part of the planning, teaching and learning cycle. It allows teachers to identify what has been learnt and to monitor pupil progress. We use a range of assessment techniques which are included in the medium term planning. Methods include questioning and listening to answers, observing children at work, individually and in groups, discussion, looking at children's work, marking/ assessing it, the use of maps etc. End of unit assessments are completed electronically. Comments linked to the children's progress in Geography are included in the end of year reports sent to parents in July.

Essential Characteristics of geographers will be

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

THE ROLE OF THE CO - ORDINATOR

- To give advice and guidance to staff. In consultation with all staff to produce a scheme of work and other planning documents.
- To review the policy and revise it when government changes are made.
- To audit resources and bid for new ones when necessary.
- To write an action plan annually, regularly monitoring and reviewing actions.
- To make international links and to stay aware of new developments in the subject and take parting professional development opportunities.
- To monitor the teaching and learning of Geography in the school. through looking at plans, scrutinising books and interviewing pupils
- To organise INSET. To liaise with other schools and phases, the LEA and other advisory groups.

EVALUATION AND REVIEW

This policy is a working document which will be reviewed regularly.

