



ALL SAINTS CHURCH OF ENGLAND PRIMARY SCHOOL

Geography Policy

Importance of Geography

Geography provokes and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem-solving skills both inside and outside the classroom. Geography is a focus within the curriculum for understanding and resolving issues about the environment and sustainable development. It is also an important link between the natural and social sciences. As pupils study geography, they encounter different societies and cultures, this helps them realise how nations rely on each other. It can inspire them to think about their own place in the world, their values and their rights and responsibilities to other people and the environment.

POLICY FOR GEOGRAPHY

1. Document Purpose

This policy reflects the values, ethos and philosophy of All Saints Church of England Primary School in relation to the teaching of Geography. It gives a framework within which all governors, staff and children work together and it gives guidance on planning, teaching and assessment.

2. Implementation

The implementation of this policy is the responsibility of the Head teacher and all the teaching staff.

3. Subject Aims

Geography is a foundation subject. The aims of teaching geography at All Saints Church of England Primary School are consistent with our school philosophy.

The aims of Geography are:

- To enable children to develop their knowledge and understanding of the world they live in through investigation of that world
- To gain a perspective in which children can place local, national and international events
- To provide a geography curricular which is interesting, broad, balanced, relevant and differentiated
- To measure the progressive development of geographical concepts, knowledge, skills and aptitudes
- To enable children to work geographically in a range of appropriate contexts, using a wide variety of materials and equipment
- To promote positive attitudes towards, and enthusiasm for, Geographical work in school
- To gain understanding of the processes that have produced pattern and variety on the Earth's surface and those which can bring about change
- To become acquainted with a variety of maps, including large-scale local maps, and be able to apply skills of map-reading and interpretation to globes and atlas maps, and to identify geographical features

4. Subject Objectives

Key Stage 1 pupils should be able to:

- Acquire knowledge of the range of the places and themes
- Recognise, describe and compare places and geographical features
- Offer their own explanations for places and geographical features
- Express and justify their personal preferences about features of places
- Develop and use appropriate geographical skills to investigate places and themes

Key Stage 2 pupils should be able to:

- Acquire knowledge of a range of places and themes at local to national scale
- Describe and offer explanations for the characteristics of places, and their similarities and differences
- Identify, describe and offer explanations for physical and human processes
- Appreciate the effects of physical and human processes on places and geographical patterns
- Appreciate the relationships between people and their environment, and describe and offer explanations for the ways in which environments can be managed
- Apply geographical knowledge and understanding learned in one context to other studies at the same scale

- Develop and use appropriate geographical skills to investigate aspects of local and more distant physical and human environments
- At All Saints Church of England Primary School, the importance of geographical enquiry is appreciated.

Key Stage 1

Enquiry skills consist of:

- Observing, questioning and recording
- Communicating ideas and information

Examples:

- What/where is it?
- What is it like?
- How did it get like this?

These enquiry skills should be attained through direct experience, practical activities and fieldwork in the locality.

Key Stage 2

Enquiry skills consist of:

- Observing and asking questions about geographical features and issues
- Collecting and recording information to answer the questions
- Analyse the evidence, draw conclusions and communicate findings

Examples:

- What/where is it?
- What is it like?
- How did it get like this?
- How and why is it changing?

These enquiry skills should be attained through fieldwork and classroom activities.

Throughout Key Stage 1 and Key Stage 2 there must be a progression of education.

- Gradual development of skills and strategies of enquiry
- Increasing breadth of study
- Increasing depth of study
- Increasing complexity of place/themes studied
- Increasing range of scales
- Greater understanding of key ideas
- Greater awareness of social, political, economic and environmental issues

- Greater range, accuracy and complexity of vocabulary used
- Increasing precision and levels of abstraction

Geographical Skills

Throughout both Key Stages there is continuing development of a widening range of increasingly complex geographical skills.

Curriculum and School Organisation

The teaching of Geography at All Saints Church of England Primary School is approached in a flexible way throughout the school within each key stage and within each year group.

As a curriculum area, one member of staff has been designated as the Curriculum Coordinator. The coordinator receives any information/ resources which arrive in school but decisions regarding geography work and the development of the geography curriculum and attendance at geography courses involves all members of staff.

5. Assessment

(See Assessment, Record Keeping and Reporting Policy).

6. Resources

A range of Geography resources are available in school. Resources are kept centrally in the staffroom.

7. Equal Opportunities

See standard policy.

8. Special Educational Needs

See standard policy.

9. Evaluation

Evaluation is carried out in order to enhance the teaching and learning of Geography within our school. It is the responsibility of all staff, both teaching and non-teaching, to monitor and evaluate the curriculum provision made for Geography within the school, so that pupils make the greatest possible progress

and enjoy the learning experience. As with all evaluation, the Head teacher has overall responsibility for this work.

10. Review

Ratification by Full Gov Body:

Latest Review: 2013

Next Review: January 2016