



Geography Policy

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To Be Reviewed January 2024

Geography Policy

Geography Vision

At Castle Hill we aim to teach Geography in order to help pupils make sense of the world in which they live inspiring curiosity and fascination about the world and its people. We want Geography to have a direct relevance to our pupils as it relates to many aspects of their own lives and the environment in which they live. We want their growing knowledge about the world to help them to deepen their understanding of the Earth's key physical and human processes. It will then also extend both their interest and knowledge and help them to make sense of information they acquire from television, books, magazines and other sources including I.C.T.

The curriculum is planned to meet the needs of the New Curriculum at KS1 (published 2013). Geography is taught through an integrated curriculum approach. Children will be aware when they are learning geography based themes.

Aims

- To develop an awareness of pupil's own surroundings and the wider world: terrestrial and marine
- To understand some of the relationships between people and environments
- To develop skills needed to carry out geographical enquiry
- To construct and develop an understanding about their home area, the U.K. and it's relationship with other countries

Objectives

For young children the most appropriate learning is through first hand experience and observation. The curriculum should provide pupils learning experiences which will:-

- develop and extend locational and place knowledge
- develop and extend an awareness and interest in their surrounding
- observe accurately and develop skills of enquiry using fieldwork including compass directions and aerial photographs
- understand some of the ways in which the environment affects peoples lives
- develop an awareness of seasonal changes and their effects on plants, animals and people
- develop an interest in people and places beyond their immediate experience
- develop and extend geographical vocabulary
- develop an ability to communicate through pictures, drawings, simple diagrams and maps
- to understand every child is entitled to their rights wherever they may live in the World (Article 1: Everyone under the age of 18 has all the rights in the Convention)

Curriculum

The children undertake a broad and balanced programme that takes account of abilities, aptitudes and physical, emotional and intellectual development. Through geography the children learn a range of skills, concepts, attitudes and methods of working.

Early Years

Geography is taught in reception as an integral part of the topic work covered during the year. We relate the geographical aspects of the children's work to the objectives set out in the Early Years curriculum which underpin the planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's understanding of the world through activities such as finding out about different places and habitats and investigating our locality.

Key Stage 1

During Key Stage 1, pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this, they ask geographical questions about people, places and environments, and use geographical skills and resources, such as maps and photographs.

Resources

We have a wide range of geographical books, including atlases. Each class has an interactive board to access the internet as a class and each class has access to laptops and tablets. There is a wide range of geographic material on the school LearnPads. There is a geography cupboard which contains a variety of resources including compasses, weather gauges, mirrors etc. People with an interest, or expertise, in a particular topic or area of geography could be invited into school to work with the children.

Field Work/Health and Safety

Visits and fieldwork are an essential part of the Geography Curriculum helping to develop geographical enquiry and skills. Children learn best when the learning environment is ordered and they feel safe, any visit should be well organised and provide a stimulating and valuable experience. The pupils should prepare well for the visit and, on their return, use the experience to good effect in the classroom. The class teacher, or leader, should plan the visit meticulously, with the pupils' safety and welfare paramount. When sessions lead to leaving the school grounds staff must adhere to the Hampshire Risk Assessment procedures using Evolve. Any water activities or work near water requires a person who is Water Safety qualified. Please see the Policy for Educational Visits for detailed information.

Spiritual, moral, social and cultural development

Spiritual development: Through helping pupils to recognise the beauty and diversity of the world. A geographical awareness helps children understand their place in the world. Geography provides opportunities for children to learn about sites of wonder, or physical features that they might wish to visit in the future.

Moral development: Through helping pupils to reflect on how the environment is affected by decisions made by people, so that the children can make informed choices in the future. Through discussion, the children learn to appreciate the moral dilemmas posed by introducing changes to the environment (for example, building a motorway) and the effects this can have on the surrounding area.

Social development: Through helping pupils to understand the need to consider the views of others when discussing localities, settlements and the environment. Work on a locality in a less economically developed country provides an opportunity to discuss social issues. Fieldwork encourages collaborative projects, making the most of different strengths and interests within a team.

Cultural development: By exploring different settlements, the children can gain knowledge of different cultures, learning tolerance and understanding of their diversity.

Progression and Continuity

The school uses a variety of teaching and learning styles in geography lessons. Our principal aim is to develop the children's knowledge, skills and understanding in geography. We use a variety of teaching and learning styles in our geography lessons. We believe in whole-class teaching methods and combine these with enquiry-based research activities. We encourage children to handle artefacts and 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, aerial photographs, geographical footage 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, visiting relevant sites and carrying out fieldwork. We recognise the fact that we have children of differing ability in all our classes, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies which are differentiated by task, expected outcome and/or support from peers or adults.

Assessment

Formative assessment is done during lessons and teachers utilise a variety of methods (questioning, discussion, marking and feedback) in order to determine how each child is progressing.

Informal assessment takes place by recording progress at the end of each phase on a tracking grid and annually on the written report to parents.

Monitoring

Monitoring takes place regularly through sampling children's work, teacher planning, learning walks, through book scrutiny and lesson observations.

Linked Policies:

- SEN Policy
- Single Equality Policy
- Child Protection Policy
- Educational Visits Policy