

Christ Church C of E Primary School Geography Policy



This policy outlines the purpose and management of the geography taught and learned in Christ Church CE Primary School. The school policy for geography reflects the consensus of opinion of the entire teaching staff, brought about through discussion in staff meetings.

A structured framework has been designed, allowing for progression and continuity across the primary sector through a cross-curricular approach. The implementation of this policy is the responsibility of all the teaching staff.

Aims and Objectives

Geography teaches an understanding of places and environments. 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.

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. Wherever possible, we involve the children in 'real' geographical activities. We recognise the fact that there are children of different abilities and we provide suitable learning opportunities for all children by:

- setting common tasks which are open-ended and can have a variety of responses;
- setting tasks of varying difficulty, enabling all children to work to their full potential;
- providing a range of challenges using different resources;
- using teaching assistants to support the work of individual children or groups of children.

Geography Curriculum Planning

The national curriculum programmes of study define the content of the school curriculum for geography. This is linked into a termly cross-curricular approach incorporating many other foundation subjects but using geography as a starting and entry point. These topics form the starting point of the cross-curricular approach at Christ Church C of E Primary School. In our school geography is the main focus for teaching for at least one term each year. However, wherever possible, some geographical skills or place knowledge will be included in studies with other foci. Current events ranging from local issues to floods and earthquakes overseas are used sensitively and appropriately to promote learning and understanding. We plan the topics in geography so that they build upon prior learning. Children of all abilities have the opportunity to develop their skills and knowledge in each unit and, through planned progression built into each topic, we offer them an increasing challenge as they move up the school.

Early Years Foundation Stage (EYFS)

We teach geography in the EYFS as an integral part of the topic work covered during the year, relating the geographical aspects of the children's work to the objectives set out in the Early Learning

Goals. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world.

Teaching Geography to children with SEN

At our school we teach geography to all children, whatever their ability. Geography forms part of the school curriculum policy to provide a broad and balanced education to all children. We enable pupils to have access to the full range of activities involved in learning about geography.

Assessment and Recording

Teachers assess children's work in geography by making assessments as they observe them working during lessons. They record the progress that children make by assessing the children's work against the learning objectives for their lessons. This allows the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents.

Resources

We have sufficient resources and equipment in our school to be able to teach all the geography units that we have chosen from the new 2014 curriculum. We have a good supply of geography topic books and access to a wide a range of educational websites and programs to support the children's learning.

Fieldwork

Fieldwork is integral to good geography teaching and we include as many opportunities as we can to involve children in practical geographical research and enquiry. All children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site.

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