

TWEEDDALE PRIMARY SCHOOL

POLICY FOR GEOGRAPHY

Review of the Policy

This policy provides guidance on teaching and learning at Tweeddale Primary School. It reflects the views of teaching staff and was agreed by the Local Governing Body on **10/03/21**.

The policy will be reviewed by the Head Teacher annually and by the governing body in **March 2024** or earlier if required. The implementation of the policy is the responsibility of the staff and will be monitored by the Head Teacher, Senior Management and individual curriculum coordinators.

Signed.....
Headteacher

Date.....

Signed.....
Chair of Governors

Date.....

Introduction

The experiences that children have with their parents are of great value and contribute towards a child's sense of place beyond their immediate locality.

At Tweeddale Primary School, we follow the principles and programmes of study as detailed in the Geography National Curriculum (2014) for years 1- 6. Foundation Stage pupils learn about Geography through the Developmental Statements for Understanding of the World in the Early Years setting.

The purpose of this document is to provide guidelines to support both the teaching and learning of Geography.

Through the programme of study, children in Key stages 1 and 2 will be taught:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

Foundation Stage

For children starting school, their geographical knowledge will be based on their "Understanding of the World". Children will learn about the features of their own immediate environment and how environments might vary from one another. They will find out about similarities and differences in relation to places.

Key stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. This includes locating countries and oceans, considering characteristics of countries and capital cities and comparing similarities and differences. They will understand basic subject-specific vocabulary relating to human and physical geography (seasonal weather patterns, hot and cold areas and identifying key geographical features) and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Children will use resources such as maps, atlases, globes and aerial photographs.

Key Stage 2

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human (types of land use, economic activity and distribution of natural resources) and physical features (climate zones, rivers, mountains, volcanoes, earthquakes and the water cycle). They will develop their locational and place knowledge. Children will locate these countries using maps, considering also geographical similarities and differences and how these change over time.

Aims of Geography

Our aims in teaching Geography are:

- to stimulate children's awareness, understanding and interest in their surroundings
- to help them to develop informed opinions and concerns about their environment and its future
- to encourage a sense of curiosity and fascination about their world
- to enhance their sense of responsibility for care of the planet and its life forms

Objectives

- to develop geographical knowledge and understanding about places that will enable pupils to set local, national and international events within a geographical context
- to develop an understanding of the significance of location
- to begin look at distribution patterns (e.g. shops) in human activities and discover that places are linked by movements of people
- to understand some of the important features of the earth, such as weather and climate
- to introduce children to geographical enquiry, through observing, comparing, classifying, recognising, speculating, interpreting and appreciating data
- to help children to develop a sense of identity through learning about the UK and its relationships with other countries
- to develop an awareness and appreciation of, and a sensitivity to, ethnic, cultural and economic diversity

Teaching and learning

The teaching and learning process will enable pupils to develop the skills of enquiry, examining sources of evidence including diagrams and statistics, undertaking investigations through collecting and analysing data and proposing solutions.

Pupils will be able to work in a variety of ways, including individually, paired or group investigations and whole class activities, depending on the type of learning and resources needed.

Teaching methods consistently match the needs of the whole class, groups or individual pupils, as appropriate.

Planning

At Tweeddale Primary school we use long, medium and short term plans. By the end of each key stage pupils know, apply and understand the matters, skills and processes specified in the programme of study. We meet individual needs through differentiated activities and, where possible, follow a creative curriculum which stimulates the interests of the child.

Progression within Geography is planned for by:

- developing skills required to enquire or investigate throughout each group
- increasing the breadth of study available to children
- widening the scale of study e.g. local to global
- increasing the complexity of tasks underpinned by geographical resources
- using more generalised knowledge and abstract ideas
- developing the precision required in tasks
- fostering a greater awareness and understanding of social and environmental issues

Cross Curricular links

Wherever appropriate the links between geography and other subjects will be included. Geography provides good opportunities for cross-curricular links and topic related learning.

Assessment

Assessment is a crucial part of the teaching and learning process. It makes a constructive contribution and provides individual children with opportunities to show what they know, understand and are capable of doing.

Assessment is needed to:

- provide information about the teaching and learning processes in geography
- help teachers to plan future teaching and learning activities and evaluate their suitability
- detect and diagnose difficulties experienced by individual children when learning
- inform children and parents about the progress they are making within their geographical learning

A variety of assessment techniques are used consistently. For example, teacher observation, teacher questioning, the children's work and various forms of self and whole class assessment.

Equal Opportunities

Geography activities are planned to reflect the differing abilities of pupils. We believe that first hand experiences are an entitlement for all children and are to be included in fieldwork. Where there are physical or other access issues, appropriate alternative provision will always be made.

In our planning we take into account the difference in the learning experiences and abilities of our children. Activities within the topic are selected and are differentiated appropriately, so that children can progress individually.

We also believe it is important to implement values and attitudes when planning.

- We reject racist and sexist views
- We encourage positive attitudes to disability through the use of positive images and challenging stereotypes
- We encourage responsibility to the community and the environment
- We encourage pupils to express their views and to listen to the views of others

Race Equality

We will promote race equality through promoting positive geographical images, by challenging stereotypical images and by promoting interest in, and understanding of, other cultures and ways of life.

Monitoring and Evaluation

Evaluation is an essential part of curriculum development, particularly in geography where the nature of the subject demands a continuing critical interpretation of events. We discuss and examine the effectiveness of the planning, the usefulness of the teaching materials and the impact of our teaching styles and strategies through staff meetings, school inset and informal discussions.

The coordinator monitors the geography curriculum through viewing direct teaching and learning objectives taught through children's work. The SLT will monitor the planning and teaching of geography through their rolling programme of monitoring and evaluation.