

# **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 13<sup>th</sup> March 2018.

The policy will be reviewed by the Head Teacher annually and by the governing body in **January 2021** 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 Development Statements for Understanding of the World.

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. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

## **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 and physical features. They will develop their locational and place knowledge.

## **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 wonder and beauty about their world
- to enhance their sense of responsibility for care of the earth and its peoples

## **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

- 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 skills of asking questions, examining sources of evidence, undertaking investigations through collecting and analysing data and proposing solutions.

Pupils will be able to work in a variety of ways, including research, individual, paired or group investigations and whole class activities, depending on the type of enquiry.

Teaching methods will 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
- increasing the breadth of study
- widening the scale of study e.g. local to global issues
- increasing the complexity of tasks
- 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 in medium or short term planning. Geography provides good opportunities for cross-curricular links.

### **Assessment**

Assessment is part of the teaching and learning process. It makes a constructive contribution to teaching and learning and provides individual children with opportunities to show what they know understand and can do.

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 them
- detect and diagnose difficulties experienced by individual children
- inform children and parents about the progress they are making in geographical learning

Assessment is made through the course of normal classroom activities. A variety of techniques are used, for example, teacher observation, children's work and their own 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 all children are to be included in fieldwork. Where there are physical or other access issues, appropriate alternative provision will 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.

We also believe it is important to include 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 about places and to listen to the views of others.

### **Race Equality**

We will promote race equality through promoting positive 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 planning. The SLT will monitor the planning and teaching of geography through their rolling programme of monitoring and evaluation.