



PARK GROVE SCHOOL



Geography Policy

INTRODUCTION

Geography is the study of the world around us. The teaching and learning of geography at Park Grove is intended to equip pupils with the skills, knowledge and understanding to make sense of this constantly changing world.

AIMS

To encourage children to take an interest in, enjoy learning about and develop an understanding of the world in which they live.

To develop the skills required to interpret maps, plans, photographs and other secondary sources needed to understand geographical ideas and concepts.

To develop a knowledge and sense of place by investigating: the features and characters of a place; the similarities, differences and relationships between places and how people live in them.

To develop an understanding of physical and human processes and patterns.

To encourage children to have pride in and take care of their local environment by making them aware of how they can play an important part in the sustainability of the world.

To stimulate the children's sense of their own identity through learning about where they live and its relationships with other countries worldwide and to foster an awareness and understanding of our diverse world.

GENERAL CONTEXT

Inclusion

When necessary we will modify the curriculum so that every child is able to access the geography curriculum.

Equal opportunities

All pupils have equal access to the geography curriculum regardless of gender, ethnicity, culture, religion, language, disability, age and social circumstances.

GENERAL CONTEXT

Teaching and learning

Geography will be taught at Park Grove through a cross-curricular themed approach. The children will cover some of the following skills, knowledge and understanding during the year. By the end of each of the Key Stages each of the following will have been visited a number of times

Skills, knowledge and understanding

To develop the skills that enable the pupils to investigate places, the pupils will:

- Undertake enquiries, which focus on geographical questions.
- Undertake fieldwork using a variety of skills, instruments and techniques.
- Make use and interpret maps and plans at a variety of scales.
- Build up a location framework of the size and position of places from the use of aerial photographs, plans, atlases and globes.
- Use ICT as an informative source as well as handle, sort and present information.
- Investigate real people's lives through meetings, case studies, videos, text and photographs.

To develop knowledge of a 'sense of place' pupils will:

- Undertake studies of places and themes in both local and worldwide localities.
- Visit a variety of places to enjoy first hand experiences of what those places are like.
- Use secondary sources to learn about places they cannot visit.
- Use their own experiences of places or topical events e.g. holidays, sport, news.

To develop understanding of physical and human processes and patterns, pupils will:

- Collect, sort and present data in diagrams and maps in order to recognise patterns and relationship within and between places.
- Investigate physical and human processes through first hand experiences or written resources, with increased independence.

To develop a pride in their local area and to focus on how they can make a difference to the world pupils will:

- Undertake local and worldwide studies focusing on the environmental, social and political issues that influence the character of the places.
- Explore the significance of people's beliefs, values and attitudes about the world.
- Investigate the need for sustainability within an environment or community.

To develop a sense of identity, pupils will:

- Investigate familiar places to which they belong.
- Consider the ways they are connected and linked to other places and people worldwide.
- Engage in learning activities that promote positive values and attitudes towards people throughout the world.
- Develop feelings for the qualities of both natural and human-influence landscapes through visits and visual materials.

Progression in enquiry and skills

All geography based teaching should enable children to develop geographical enquiry and skills.

The National Curriculum requires that the children should develop enquiry skills so they can start to find things out for themselves.

In undertaking geographical enquiry, pupils should be taught to:

ask questions, observe, record, express opinions, analyse evidence, draw conclusions, collect and record evidence.

In developing geographical skills, pupils should be taught to:

use correct vocabulary, develop fieldwork skills, use secondary sources, use globes and maps at a range of scales.

ASSESSMENT

Children demonstrate their ability in geography in a variety of different ways. Younger children might, for example, dress up in costumes from different parts of the world, whilst older pupils might produce a *PowerPoint* presentation based on their investigations of different sources of energy. Teachers will assess children's work by making informal judgements during lessons. On completion of a piece of work, the teacher assesses the work and uses this information to plan future learning. Written or verbal feedback is given to the child to help guide his or her progress.

We assess the children's work in geography while observing them working during lessons. Geography is assessed in accordance with the school's assessment policy. This enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The end of year summative assessment sheet is completed by each teacher. The information from these is then correlated by the geography coordinator.

MONITORING & EVALUATION

The implementation of this policy will be monitored by the geography co-ordinator.

LINKED POLICIES

Global Citizenship policy, Assessment policy, Homework policy, Equalities policy, SEN policy, Marking policy.

REVISED BY: H Steel

DATE: July 2016

NEXT REVIEW: July 2018