

# Downs Way School Geography Policy

## 1. Background

Geography is a foundation subject within the National Curriculum. This policy outlines the purpose, nature and management of the geography which is taught and learned in our school. All teaching staff have agreed the Geography Policy and are fully aware of their role in its implementation. All teaching staff have access to an electronic copy of the policy.

## 2. The Philosophy of Geography

Geography is about the study of places, the physical processes, both human and natural, which shape them and the people who live in them. Geography helps us to understand the ways of life and cultures of people in other places. Throughout their time at Downs Way children will study their locality which forms an important part of the geography taught in our school. The area studied will expand as the children's understanding of geography increases. Comparisons will be made between the school locality and other localities within the United Kingdom. Children will also study other parts of the world.

The children's understanding and awareness of their school locality is developed through direct experience, practical activities and fieldwork. The teaching and learning of geography in our school should be both motivating and stimulating. Children should develop both knowledge of the subject and an enjoyment in undertaking further work in geography.

## 3. Geography in the National Curriculum

At Key Stage 1 children will investigate their local area and a contrasting area in the United Kingdom, 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. Coverage is set down in the skills list for geography. This identifies the skills and knowledge to be addressed within each area of study and ensures that all statutory requirements are addressed.

## 4. Teaching Strategies and Planning

It is important that the teacher identifies the most appropriate teaching strategy to suit the purpose of a particular learning situation. Much of the pupil's learning will be based on direct experience, practical activities and field work in the locality of the school.

The locational knowledge of maps of the British Isles, Europe and the World will be linked with place studies wherever possible.

- **Themes**

There will an emphasis on environmental geography.

- **Skills**

All aspects of geographical skills, both general and specific, will be integrated within work on places and themes. In planning teachers will refer to the details of the geographical skills.

An investigative approach to geography will be taken throughout, with children actively participating in enquiry, field work, map work and the use of information technology.

- **Map work**

Children will be provided with opportunities to work with a wide range of maps. Emphasis is given to developing the mapping skills of location, symbols, perspective and map use.

## **5. In the classroom**

Children are taught in their usual class group for geography. All teachers are responsible for the teaching of geography to their class.

## **6. Equal opportunities and special needs**

All children irrespective of ability participate in activities both within and outside the classroom in a way that encourages full and active participation.

Every effort will be made to ensure that activities are equalling engaging to both girls and boys. Places studied should present opportunities for the children to gain an understanding of environments which contrast with their own.

## **7. Assessment and record keeping**

Teachers will comment on children's progress in geography at the end of each year in the annual written report to parents.

All assessments should fully comply with the school's Assessment Policy.

Teachers' own plans should indicate the focus for each unit of work and identify assessment opportunities.

## **8. Resources**

All children should have opportunities to use information technology supported by software suited to their abilities.

Children will have opportunities to use the following resources - globes, maps, atlases, aerial photographs and cameras for recording.

Most geography equipment is kept within the central resources area. All equipment is readily accessible. Children are given instructions in the safe and considerate use of resources including taking care of consumables.

The subject leader is responsible for all geography resources including ordering. The coordinator will ensure that the list of resources is kept updated.

## **9. Early Years**

A sense of place is developed in children in their Reception year through activities which encourage the use of appropriate geographical language and a study of their immediate surroundings in the classroom, buildings and grounds.

## **10. Safety and care**

When taking children out of school to undertake any study the school's Health and Safety Policy and the LA's guidelines should be adhered to fully.

When engaged in field work children are required to display the same high standards of behaviour as those expected in school. They should behave in a considerate, responsible manner showing respect for other people and the environment.

All out of school activities will comply with the school's Off Site Activities Management guidelines.

Reviewed Summer Term 2013

Review Summer Term 2016

## Geography Skills

<u>Level</u>	<u>Year group</u>	<u>Skills</u>	<u>Themes</u>	<u>Places</u>
	<b>1-6</b>	<p><b><u>Continuous</u></b>  <i>Observe and record: identify features, complete charts</i>  <i>Communicate in different ways: photographs, speech, writing, pictures, IT</i>  <i>Field work skills: record information on maps/plans</i>  <i>Use globes, maps and plans</i>  <i>Make maps and plans</i>  <i>Use geographical vocabulary: hill, river, near, far, left, right, backward, forward, north, south, west, east, route, length, longer, shorter, home, park, shop, school, settlement, village, along, motorway, road, journey, traffic, thermometer</i>  <i>Know some places in UK, Europe and the world (use wall maps and photographs)</i>  <i>Use secondary sources: CD ROMs, pictures, photographs, books, maps</i></p>	<p><i>ICT and Mathematics</i>  <i>Holidays</i>  <i>Local and topical news</i>  <i>Map work</i>  <i>Follow a route</i></p>	<p><i>In school, class, home</i>  <i>Local area</i>  <i>UK</i>  <i>Broader context</i></p>
<b>1c</b>	<b>Early years</b>	<p><b>Through Early Years:</b>            Investigate objects and materials using senses as appropriate            Use photographs to identify features: e.g. library, railway, church, mosque, post box.            Possibly photographs of inside school, identify areas of school            Observe/find out about/identify features in the place they live and the natural world: <i>house, window, door, roof, tree, garden, road, field, river, pond.</i>            Find out about their environment and talk about those features they like and dislike.            Use geographical language/opinion language: <i>busy, quiet, noisy, attractive, ugly, pollution, litter.</i>            Use investigative language "What do you think?" "Tell me more..." "What would happen if..." "What could it be used for?" "How might it work?"</p>	<p>Possible farm visit            Building uses            People who help us            Use photographs or field work (walk)</p>	<p>Local area            Inside and around school            School, home, local area</p>
<b>1b</b>	<b>1</b>	<p><b>QCA Unit 1:</b>            Take part in enquiry process            Use geographical terms and vocabulary: <i>address, near, far, travel, journey, routes, features, attractive, buildings, offices, church, shop, houses, flats, garage, leisure, playground, park, parade, library, museum, facilities</i>            Undertake field work            Follow directions. Make maps and plans. Locate home locality. Follow a route.            Use secondary sources.</p>	<p>Making changes or improvements to known environment: e.g. Class play area, school, home (practical activities to be included)            Land and building use            Environment: express views            Patterns in environment (roads, rivers, towns)</p>	<p>School locality            Physical and human features            Around school and close by</p>

1a	1	<p><b>QCA Unit 2:</b> Use geographical terms ask "How?", "Why?" Use geographical language: <i>traffic, survey, busy, quiet, street, parking, yellow lines, pedestrian crossing, council offices</i> Undertake field work. Make maps and plans.</p>	Environment express views, changes, sustainability Safety	School locality Physical and human features Master Park
2c	1-2	<p><b>QCA Unit 5:</b> Use geographical terms and language: <i>travel, passport, country, weather, sunshine, holiday, visit, transport, boat, aeroplane, train, coach, coins, clothes, sun-hat, sun-cream, suitcase. Words linked to the country visited and the artefacts shown.</i> Use maps and plans. Identify major geographical features and describe location. Use secondary sources.</p>	Effects of weather Barnaby Bear Holidays	Broader context
	2	<p><b>QCA Unit 3:</b> Take part in enquiry process Use geographical terms and language: <i>island, sea, ocean, beach, mountain, farm, field, tractor, fishing, boats, weather, tide, craft, pier, storm, peat</i> Use maps and plans. Use secondary sources.</p>	Similarities and differences Land and building use Environment: express views, physical and human changes	Contrasting locality Physical and human features UK countries Broader context Scottish island
	2	<p><b>QCA Unit 22:</b> Ask geographical questions. Observe and record. Express own views. Communicate in different ways. Use geographical vocabulary: <i>Place names such as Tocuaro, Mexico. Hot, cold, sea, land, transport, food, cooking, tortilla (or local foods), spices, shopping, homes, jobs, school, village, maize, traditional, modern, landscape, temperature, continent, ocean, journey, cereal</i> Use globes, maps and plans. Use secondary sources.</p>	Describe, link, compare, explain where places are and what they are like. Recognise environmental change and environment Observe features: landscape, jobs, weather	Locality overseas (Tocuaro, St Lucia) Broader context