

# AYCLIFFE DRIVE PRIMARY SCHOOL



## GEOGRAPHY POLICY

### Curriculum Committee

Updated June 2022  
To be reviewed July 2024

#### Staff Responsible

Mrs H Halai  
Mrs M Green

Geography Leader  
Head Teacher

## **1 Aims and objectives**

**1.1** Geography teaches an understanding of places and environments. Through their work in geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognise the importance of sustainable development for the future of mankind.

**1.2** The aims of geography are:

- to enable children to gain knowledge and understanding of places in their own country and the world around us;
- 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.

## **2 Teaching and learning style**

**2.1** We use a variety of teaching and learning styles in our geography lessons. -We are encouraging children to ask as well as answer geographical questions. We offer them the opportunity to use a variety of data, such as maps, statistics, graphs, pictures, and aerial photographs, and we enable them to use IT in geography lessons where this serves to enhance their learning. Children take part in role-play and discussions, and they present reports to the rest of the class. They engage in a wide variety of problem-solving activities. Wherever possible, we involve the children in 'real' geographical activities, eg research of a local environmental problem or use of the Internet to investigate a current issue.

We recognise the fact that there are children of widely different geographical abilities in all classes and we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this by:

- setting common tasks, which are open-ended and can have a variety of response;
- setting tasks of increasing difficulty, some children not completing all tasks;
- grouping children by ability and setting different tasks to each ability group;
- providing resources of different complexity according to the ability of the child;
- using classroom assistants to support the work of individual children or groups of children.

### **3 Geography curriculum planning**

- 3.1** We carry out curriculum planning in three phases (long-term, medium-term and short-term). Our long-term plan maps the geography topics studied in each term during each key stage.. In some cases we combine the geographical study with work in other subject areas, especially at Key Stage 1. At other times we arrange for the children to carry out a geographical study independently.
- 3.2** The basis for our medium-term plans follow the national scheme of work and give details of each unit of work for each term. Because we have some mixed-age classes, we do the medium-term planning on a two-year rotation cycle. By so doing, we ensure that children have complete coverage of the National Curriculum but do not have to repeat topics.
- 3.3** 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 the scheme of work, we offer them an increasing challenge as they move up the school.

### **4 Foundation Stage**

- 4.1** We teach geography in reception classes as an integral part of the topic work covered during the year. As the reception class is part of the Foundation Stage of the National Curriculum, we relate the geographical aspects of the children's work to the objectives set out in the Early Learning Goals (ELGs), which underpin the curriculum planning for children aged three to five. Geography makes a significant contribution to the ELG objectives of developing a child's knowledge and understanding of the world through activities such as collecting postcards from different places, singing songs from around the world, or investigating what makes a 'good' playground.

### **5 The contribution of geography to teaching in other curriculum areas**

#### **Information and communication technology (ICT)**

We make provision for the children to use the computer in geography lessons where appropriate. We incorporate ICT in our geography curriculum planning at Key Stage 2, and we use it at Key Stage 1 when appropriate. Children use ICT in geography to enhance their skills in data handling and in presenting written work. They research information through the Internet. We arrange for the children to communicate with other pupils in other schools and countries by using e-mail. We also offer children the opportunity to use the digital camera to record and use photographic images.

### **6 Assessment and recording**

- 6.1** We ensure the National Curriculum objectives are being met by incorporating the school's Geography Curriculum Overview into our planning. As well as the use of regular teacher based formative assessment, we assess the children's work in geography from Year 1 – 6 by: i) a K(Know) W (Want to Know) L (Learnt) grid, ii) an assessment grid which is ticked and dated to show when an objective/skill has been covered. This can be completed either by an adult (KS1) or by children in (KS2). EYFS use the same age appropriate means of assessing and recording as they do for other subjects.

Once the children complete a piece of work, we mark and comment as necessary. Once they complete a unit of work, we make a summary judgement of the work of each pupil

in relation to the National Curriculum levels of attainment. We record the attainment grades on a grid and we use these to plan future work with that pupil, to provide the basis for assessing the progress of the child, and to pass information on to the next teacher at the end of the year.

- 6.2** Many geographical skills are taught through our science and history topics e.g. rocks and soils and Ancient Egypt. Geographical language is used throughout. Both of the above link together with geography and allow children to expand their geographical knowledge.

## **7 Resources**

- 7.1** There are sufficient resources in our school to be able to teach all the geography units. We keep these resources in a central store where there is a box of equipment for each unit of work. We also keep a collection of geography equipment, which the children use to gather weather data, and a set of atlases for both key stages. In the library and in the classrooms we have a good supply of geography topic books and a range of educational software to support the children's individual research.

## **8 Fieldwork**

- 8.1** 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.
- 8.2** At Key Stage 1 we let all the children carry out an investigation into the local environment and we give them opportunities to observe and record information around the school site. At Key Stage 2 the children do a study of the local area. Year 6 pupils are also offered the opportunity to take part in a residential visit to places such as the Isle of Wight.
- 8.3** Forest School provides valuable opportunities for field work

## **9 Monitoring and review**

- 9.1** The Geography subject leader will monitor the quality of the teaching and learning of Geography in the school through: regular book scrutinises, consistency in the use of the assessment procedures and pupil voice. Timely training and information will also be provided to staff to ensure that they are kept abreast of the latest developments in this subject area and how to incorporate them in their practise and the school's provision.

*Notes:*

- i) The Geography Leader secured a Bronze Primary Geography Quality Mark Award for the school in September 2020 from the Geographical Association. The strength the vision laid out in this policy paved the way for the school's success.*