

Lancaster Lane CP School



Policy for Geography

Overview

Geography raises and answers questions about the natural and human worlds. It develops knowledge of places and environments throughout the world, an understanding of maps and a range of investigative and problem solving skills to be applied both inside and outside the classroom.

Objectives

Good geography teaching aims to :-

- Inspire in pupils a curiosity and fascination about the world and its people that will;
- remain with them for the rest of their lives;
- Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes;
- Develop a growing knowledge about the world to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;
- Geographical knowledge, understanding and skills;
- Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time.

(Taken from the New Primary Geography Curriculum -Reference: DFE-00186-2013)

Objectives

Children will be taught a range of knowledge of skills in both Key stage 1 and Key stage 2. Both key stages will focus on locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

Key Stage 1

In Key Stage 1 these focus areas can be taught in the following teaching units

- Our school within its locality;
- A small area of the United Kingdom;
- A small area of a contrasting non-European country;
- Weather patterns in the United Kingdom;
- Hot and cold areas of the world;
- The United Kingdom;
- The World.

Key Stage 2

Key Stage 2 these focus areas can be taught in the following teaching units

- The local area
- A region of the United Kingdom;
- A region of a European country;
- A region within North America;
- A region within South America;
- The geography of the world.

Strategies

Foundation Stage

Geography is delivered to Foundation Stage pupils within the Knowledge and Understanding of the World Area of Learning through a cross curricular topic based approach at various points throughout the academic year.

Key Stages One and Two

Geography is taught as part of our topic based curriculum. The objectives and themes within the National Curriculum are all covered within the different themes covered in each class. The subject may be taught in block units throughout the year rather than following a weekly lesson format

Cross-curricular Issues

Throughout the whole curriculum, opportunities exist to extend and promote geography. Teachers seek to take advantage of all opportunities.

Teachers' Planning and Organisation

Each class teacher is responsible for the geography teaching in his or her class in consultation and with guidance from the geography co-ordinator and the Head Teacher. Lessons are planned using the new National Curriculum Programme of Study.

Long Term Scheme of Work **to be completed**

| | Half term 1 | Half term 2 | Half term 3 | Half term 4 | Half term 5 | Half term 6 |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|
| Reception | | | | | | |
| Year 1 | | | | | | |
| Year 2 | | | | | | |
| Year 3 | | | | | | |
| Year 4 | | | | | | |
| Year 5 | | | | | | |
| Year 6 | | | | | | |

*Subject to review and change. An up-to-date long term SoW is available on the school's website.

Special Educational Needs

All pupils have access to a broad, balanced curriculum, which includes geography and should make the greatest progress possible.

Children with SEN are taught within the geography lesson and are encouraged to take part when and where possible. Provision for pupils with SEN in geography is the joint responsibility of the class teacher, geography subject leader, SENCo, Head Teacher and any support staff involved with the pupil concerned. Where applicable children's IEPs incorporate suitable objectives and teachers keep these objectives in mind when planning work. Teachers consider all extremes of the ability spectrum with regards to the development of knowledge, skills and understanding and differentiate activities accordingly.

Gifted and Talented

If children are seen as having a special aptitude for geography, their name will be recorded on the school's gifted and talented register and teachers will consider their needs when planning and differentiating activities. The SENCo will keep a copy of the 'gifted and talented' list.

Equal Opportunities

All children, irrespective of gender, ability (including gifted pupils), ethnicity and social circumstance have access to the geography curriculum.

Teacher Comments

Teachers should regularly give oral feedback to children in geography lessons. The comments should be clear, encouraging and constructive.

Assessment and Record Keeping

Teacher assessment should take place in the normal class situation through observation. Pupils who make exceptional progress or who have particular weaknesses should be specifically mentioned in the evaluation section of the medium term plan.

Reporting to Parents

Reports are completed before the end of the summer term and parents are given the opportunity to discuss the child's progress at parents' evenings throughout the year.

Parental involvement

A *Parent Information Meeting* will be held during the first few weeks of the new school year, which parents are encouraged to attend. Parents' meetings are held once a term where parents can discuss progress. Parents are welcomed into our school to participate in geography lessons or special geographical events.

Differentiation

This should be incorporated into all geography lessons and can be done in various ways;

- Stepped activities – which become more difficult and demanding but cater for the less able in the early sections;
- Common tasks – where differentiation is by outcome;
- Resourcing – which provides a variety of resources depending on abilities on e.g. different scaled maps;
- Grouping – according to ability so that the groups can be given different tasks when appropriate. Activities are based on the same theme and at no more than three levels.

Monitoring and Evaluation

The Head Teacher and geography subject leader monitor planning and undertake observations.

Staffing and Resources

Geography resources are stored in the cupboard based in the Year 1 room. Atlases are in the reading area by the Y2 and Y3 classrooms.

Health and Safety

Fieldwork is a vital ingredient of the geography curriculum. Where possible, children are provided with opportunities to study topics within the outside environment. Planning for educational visits follows the current guidelines produced for schools by Lancashire County Council. Written parental permission is needed for a field trips. All educational visits are subject to a risk assessment in consultation with the school's EVC.

Outcomes

Geography will provide a focus within the curriculum for understanding and resolving the issues concerning the environment and sustainable development. It will allow pupils to encounter different societies and cultures leading them to realise how nations rely upon one each other. Geography teaching and learning will encourage pupils to think about their own place in the world, their values, and their rights and responsibilities to other people and the environment

Policy written: May 2015 by B Parkin

Agreed by staff:

Approved by governors:

Uploaded to the school website:

