

## ***Duddon Saint Peter's CE School***



### **Geography Policy**

#### **The nature of Geography**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Geography is concerned primarily with the study of places, the physical processes which shape them and the people who live in them. Children study their local area, and contrasting localities in the United Kingdom and other parts of the world. The aim is that children gain a greater understanding of the ways of life and cultures of people in different places. Teaching should 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.

The study of the local environment forms an integral part of the geography taught at our school. Enjoyable geographical activities are planned to build upon children's knowledge and understanding of the local area.

Through our teaching of geography we aim to:

- Develop contextual knowledge of significant locations
- Stimulate the children's interest about their surroundings
- Create and foster a sense of wonder about the world
- Inspire a sense of responsibility and care for the environment
- Develop competence in the geographical skills needed to collect, analyse and communicate with a range of data gathered.
- Increase ability to acquire knowledge through investigation, problem solving and decision making.

Throughout the teaching of geography we hope that all children will increase their knowledge, ability and awareness. We also strive to develop children's respect, interest and concern for people throughout the world regardless of culture, race and religion.

#### **Roles and Responsibilities**

Each member of staff has the responsibility for the teaching of geography and ensures that their own knowledge is up to date. To facilitate this and take specific

responsibility for geography issues, the school has a Humanities Subject Leader Team that carries out the following responsibilities:

- Audit current practice
- Investigate and organise teaching programmes, planning documents and schemes of work
- Develop a school policy
- Understand the confidence and needs of colleagues
- Resource the subject
- Facilitate assessment
- Keep colleagues informed

### **Subject Content- Entitlement**

At both Key Stages the programme of study is divided into four main areas:

- Geographical skills and fieldwork
- Locational knowledge
- Place knowledge
- Human and physical geography

All children have an entitlement to access the programme of study at an appropriate level for the individual needs of the child.

### **Themes**

- The study of geographic themes will be built into the study of places at both Key Stages. However, to allow in-depth study and to full fill the requirements, the studies should involve work at a range of scales from local to national, and the context should include the UK and EU, some study will be discrete.
- An investigative approach to geography involving children's active participation in enquiry, fieldwork and map work.
- Geography is taught for three half terms per year. However, where possible some geographical skills or place knowledge will be included in studies with other focuses. Opportunities for learning provided by naturally occurring events. e.g. earthquakes, flooding and droughts will be utilised sensitively and appropriately.

### **Where does Geography occur in the Curriculum?**

- As a major focus to a topic
- As a smaller element within a topic
- As a discrete lesson/talk
- As part of an assembly
- In discussion (who saw the news last night?)
- During story time
- In displays both in the classroom and in other areas of the school

## **Classroom Organisation/Teaching Methods**

- These will depend on the needs and abilities of the children and also on the aims of the lesson. However, a variety of approaches such as whole class lessons, group, paired and individual work should be experienced by the children in geography work. Use and availability of relevant resources will be a determining factor.
- A sense of place is developed in children in their reception year by activities which encourage the use of appropriate geographical language and a study of their immediate surroundings in school.
- When engaged in fieldwork the children are expected to behave in a considerate and responsible manner showing respect for other people and the environment.

## **Assessment and Recording**

Children's progress is assessed and monitored during the year through normal teacher planning and observation. Assessment of geography takes place on Classroom Monitor.

## **Visits**

Visits are an integral part of teaching geography. They should be linked to Topics were applicable.

## **Special Needs**

Differentiation in terms of learning objectives, tasks, teaching methods and resources will be planned for children with special educational needs. All children should have access to materials and opportunities suitable to their specific needs. Exceptionally able pupils need to be presented with open ended tasks which provide opportunities to tackle more complex issues and use a wider range of resources.

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