

# Cavendish Primary School



## Geography Policy

**Autumn 2005**

**Next review: Autumn 2009**

## **Introduction**

Geography is the study of places. It explores the relationship between the world and its people. It studies the location of the physical and human features of the earth and the processes, systems and inter-relationships that create and influence them.

## **Aims of Geography education**

- To foster an interest and enjoyment in finding out about the immediate surroundings of the school and other places in the world.
- To develop a range of skills and understanding necessary to interpret geographical information and to carry out geographical enquiry.
- To develop the ability to communicate geographical knowledge through a variety of written, oral and visual forms.
- To develop an informed concern over the future of the environment and to realise the role they can play in sustaining it.
- To develop a base of factual geographical knowledge.
- To observe, find out and identify features in the place they live and the natural world and talk about features they like and dislike in their local environment. (Foundation Stage)
- To investigate the local area and a small scale, contrasting locality and begin to develop a sense of place. (Key Stage One)
- To develop a sense of place and awareness of the interactions of people and places and to understand the characteristics of some of the human and physical features and systems of the earth. (Key Stage Two)

## **Teaching and Learning**

The Curriculum 2000 provides the framework for the Geography taught within our school. It outlines the knowledge, skills and understanding which should be delivered in each key stage. Units of study are based upon the QCA scheme of work for Geography. However, wherever possible, some geographical skills or place knowledge will be included in studies with other focuses. Current events, ranging from local issues to floods and earthquakes overseas, are used sensitively and appropriately to promote learning.

A variety of teaching approaches are encouraged:

- Whole class lessons, group, paired and individual work
- Teacher presentations, role play and discussions
- Question and answer sessions, discussions and debates
- Individual and group research
- Photographs, pictures, maps and globes
- ICT – televisions, video, film, tape, radio and laptops to research and communicate ideas.
- Interactive whiteboards are also used to enhance pupils' learning

- Fieldwork and visits to sites of geographical interest

Emphases are placed on the development of skills, as well as on factual knowledge and links are encouraged between Geography and other curriculum areas. Opportunities are provided to reinforce literacy, numeracy and ICT through work in Geography.

### **Geography in the Curriculum**

Geography in the Curriculum is organised by a whole school plan. This lays out which units or themes should be studied by each year group. QCA model schemes are referred to or adapted at the discretion of the class teachers. The study of places and themes are linked at both key stages. An investigative approach to geography, involving pupils' active participation in enquiry, fieldwork, mapwork and the use of ICT is promoted throughout.

Where does geography occur in the curriculum?

- As a major focus for 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 around the school
- As an integral part of residential trips and school visits

### **Progression and Continuity**

The whole school plan aims to ensure progression and continuity in the knowledge and skills of Geography. Making links between aspects of geography studied is encouraged, enabling children to build upon previous skills and experience.

### **Equal Opportunities**

All children regardless of their race, gender, religion or ability will be given equal opportunities to develop their knowledge, skills and understanding of geography.

During the study of other places similarities between the lifestyles of others and that of ourselves are drawn and negative or unrealistic images are challenged.

Children are made aware that decisions and processes in one locality affect and are affected by decisions and processes in other localities.

Care is taken to present both sides of a debate clearly and fairly when discussing issues over land use or physical and economic development.

During the study of economic development care is taken to make children aware of underlying inequalities in power, influence, benefits and advantages both physical and economic.

Children from a variety of ethnic backgrounds have an important part to play in developing a respect for those who live in other places. Their families' experiences are valued and included in our curriculum whenever possible.

### **Special Needs / Gifted and Talented**

We aim to meet all the needs of individual pupils in the school, whether the pupils are designated as having special educational needs or are gifted and talented. The school fully supports the policy of inclusion.

### **Health and Safety**

Fieldwork and site visits are an important part of geographical work and school health and safety guidelines will be adhered to at all times.

### **Assessment**

Pupils' progress is assessed and monitored during the year through teacher planning and observation. Pupils' attainment is also monitored against the expectations set out in the QCA units of work as well as in line with the school assessment policy.

### **Leadership**

The geography coordinator will:

- Organise geography within the curriculum and ensure progression and development.
- Assist with and monitor the planning and quality of geography curriculum delivery.
- Keep abreast of developments within geography and carry out INSET when required.
- Monitor and update resources and manage the geography curriculum budget.

### **Review**

This policy will be reviewed every four years.

Penny Evans  
Autumn 2005

