

Royal Borough of Kingston upon Thames

Green Lane Primary and Nursery School



Geography Policy

Geography Policy

Rationale

Geography aims to inspire pupils to develop curiosity and fascination about the natural and human worlds from different perspectives. It develops and instills knowledge of places and environments from around the world through an understanding of maps, fieldwork and secondary sources. Geography helps children to understand the interaction between physical and human processes and the impact on the environment, considering how the earth has and will change over time.

Aims and Objectives

Our aims for the teaching of Geography are:

- To extend and deepen children's awareness, knowledge and understanding of their own local environment, and of areas and aspects in Britain, Europe and the rest of the world.
- To develop children's understanding of how other people live both in their own community and elsewhere, developing an understanding of how their life differs to others.
- To develop children's understanding of geographical skills through developing their expertise in a number of areas. These include: fieldwork, interpretation of maps, diagrams and photographs.
- To be able to present their findings in a variety of ways to demonstrate geographical skills and understanding, including writing at length.

Our objectives of Geography are to:

- a) To ensure progression in Geographical skills.
- b) To have better locational and place knowledge (see programmes of study for KS1 and KS2).
- c) To understand our impact on the world around us.
- d) To understand key physical and human features around the world.

Teaching and learning style

The teaching of Geography aims to foster a cross curricular approach and is often linked to a final aim in order to create a purpose for learning. Geography is most often linked to other areas of the curriculum, most noticeably Science, PSHE, Literacy and Maths. Geography teaching has a strong emphasis on geographical skills, knowledge of places and their position within the world and enquiry with fieldwork included whenever possible. At Green Lane we cater for all needs and abilities through appropriate differentiation including a balance of individual and group work. Groups are generally of mixed ability with differentiation by role, recording and outcome. Ability groups with differentiated tasks will also be used for extending the more able and supporting the less able. Adult support may be necessary for some learners.

Pupils may be asked to bring in items from home to support work in class, complete questionnaires and surveys or research a place using secondary sources.

In the Foundation Stage, geographical skills and enquiry are taught through 'Understanding The World'. Children make visits, invite visitors into class and use secondary sources to learn about their place in the world.

Curriculum planning and inclusion in Geography

Long term planning for Geography ensures coverage of The Early Learning Goals and National Curriculum. Year group teachers organise the objectives and activities for medium term planning based on the skills blocked for that half term through a cross curricular approach. All children are taught Geography throughout the school as part of an inclusive environment. Activities are differentiated to suit the individual needs and variety of learning styles of the pupils.

Assessment

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Feedback to pupils about their progress in Geography is achieved through a variety of ways: the effective marking of work (refer to marking policy); discussions between the teacher and pupil as tasks are being carried out; the clear objectives of the task being shared at the start of sessions and referred to during the plenary with pupils commenting on their own perceived progress; and clear success criteria, if applicable, set out for the children to use. Formative assessments are used to guide the progress of the class, groups and individuals. They are mostly carried out by teachers and teaching assistants in the course of their teaching through questioning, discussions with pupils and deep marking. Reporting to families takes place annually through a written report. Foundation subjects, including Geography, are reported on, and parents informed as to whether their child is 'Working Towards', 'Working Within', or 'Exceeding' year group expectations.

Monitoring and reporting

Planning and children's work is monitored throughout the year by the Geography coordinator for progression and coverage. Feedback is given to individual staff and guidance offered as necessary.

Resources

- Central resources are kept in a central storage area for staff to access. Resources relevant to particular topics are kept in topic boxes.
- These resources are the responsibility of all teachers. Resources are audited and requested by the coordinator in collaboration with the curriculum team.
- ICT is an important resource which can be used for communicating information, handling information, modelling and gaining geographical knowledge.
- The library houses a range of books on geographical based subjects and can be used to further support topics and develop geographical knowledge.