

Little Melton Primary School

Geography Policy

Dated.....

Signed.....

Headteacher: Mrs. Joan Hughes

Review 2011

Aims

Geography teaching offers opportunities to:

- stimulate children's interest in their surroundings and in the variety of human and physical conditions on the Earth's surface;
- foster children's sense of wonder at the beauty of the world around them;
- help children to develop an informed concern about the quality of the environment and the future of the human habitat; and thereby enhance children's sense of responsibility for the care of the Earth and its people.

Objectives

Key stage 1

In key stage 1, geography is about developing knowledge, skills and understanding relating to children's own environment and the people who live there, and developing an awareness of the wider world.

Children should:

- investigate and learn about the physical and human features of their own environment and appreciate how their locality is similar to and different from other places;
- focus on geographical questions like What/Where is it? What is it like? How did it get like this?;
- develop and use geographical enquiry skills, including fieldwork skills, geographical terms, making and using maps, and using photographs.

Key stage 2

In key stage 2, geography is about developing knowledge, skills and understanding relating to people, places and environments at different scales, in the United Kingdom and overseas, and an appreciation of how places relate to each other and the wider world.

Children should:

- study places and themes at different scales from local to national in the United Kingdom and overseas, and investigate how people and places are linked and how they relate to the wider world;
- study how and why physical and human features are arranged as they are in a place or environment, and how people are influenced by and affect environments;
- focus on geographical questions like What is it like? How did it get like this? How and why is it changing?;

- develop and use geographical enquiry skills, including fieldwork and IT skills, geographical terms, making and using maps, and using photographs.

Throughout the school teachers should encourage language and communication skills so that children:

- develop language skills through talking about their work and presenting their own ideas using sustained and systematic writing and recording of different kinds;

- use geographical language and draw maps and diagrams to communicate geographical information;

- read fiction and non-fiction, and extract information from sources such as reference books, CD-ROMS, e-mails and the Internet.

Teachers should also encourage positive values and attitudes so that children:

- work with others, listen to each other's ideas, and treat them with respect;

- have opportunities to consider their own attitudes and values, and those of other people;

- develop respect for evidence and critically evaluate ideas which may or may not fit the evidence available;

- develop a respect for the environment and be encouraged to evaluate their own and others' effect or impact on it.

Parent Involvement

At Little Melton Primary School we believe that parents have a key role to play in their children's learning and therefore endeavor to involve them at all stages. On a yearly basis we send out a curriculum overview which outlines the geography topics that will be covered by each class. As we teach through an integrated curriculum, geography topics take on a significant role at different times of the year. As a result of this, children will often bring home work to complete and share work in school assemblies related to their topics.

Children with Special Educational Needs

We ensure that children with Special Educational Needs are recognised and follow the National Curriculum Programmes of Study through work schemes that support the child's development and build up self esteem. Where the children's specific needs provide a barrier to their geography learning, we endeavor to incorporate various teaching strategies to allow them to access the curriculum at the same level as their peers and

highlight these on our weekly plans as part of our differentiation considerations.

Safety Issues

In all our geography based activities, safety is of primary importance and children will be constantly reminded of health and safety issues where appropriate.

Foundation Years

At Reception age children follow the Early Learning Goals where Knowledge and Understanding of the World forms one of the key elements. As part of this geography topics are regularly visited, resulting in the children being prepared to follow the National Curriculum.

Guidance

Record Keeping

1. Half termly plans are annotated on a regular basis on reflection of teaching.
2. Weekly plans are evaluated and general notes are made in relation to children's achievements of the objectives set.
3. Weekly objectives are displayed in the classroom and children evaluate the level to which they feel they have met the target.

Equal Opportunities

Geography is taught as apart of an integrated curriculum where children take a key role in the planning of the week's activities. Their ideas are noted and selected from to be placed into the weekly planning. We ensure that all children are given the opportunity to participate in this and as a result aim to teach a curriculum that meets every pupil's needs and interests.

Marking Policy

All staff at Little Melton Primary School have a positive approach to the children's work. Every effort is made to praise as much of a child's work as possible. All teachers are aware of the dangers of undermining a child's confidence in the work they are doing by a thoughtless word or action. Help should be sought without fear and given willingly and freely. Staff will be able to guide and help children in a positive way by encouraging them to look objectively at, and to evaluate the quality of the work they produce. Most children can see their own errors if they are given time and confidence to understand the task required of them.

To this end all teachers endeavor to mark as much work **with** the children as possible. There are obvious limits to this where the children are starting to produce greater quantities of work. When a teacher marks a piece of work, it is marked so that the child understands what they have

done. If there are elements of a child's work that are not up to the standard expected by the teacher, then a line or a small dot to indicate a problem will suffice when supported by a verbal comment from the teacher.

Assessment

Key objectives from the weeks learning are displayed in class and these are assessed by both pupils and teachers to indicate the level at which they have been met. In addition to this, teachers keep notes alongside their weekly plans, comments can be made about children who do not meet or those who exceed the objectives set and as a result specific needs can be addressed.

Staffing

Little Melton Primary school recognises that the best resource for teaching geography is the quality and experience of the teaching staff. Teachers are supported by the geography co-ordinator on a day to day basis at an informal level. In addition to this, the co-ordinator will visit teachers in the classroom on a regular basis to see the geography policy working in the classroom. The staff look to the co-ordinator for advice and to support their work in the classroom. The co-ordinator will look at a selection of the children's geography work regularly.

Resources

Specific topic books and resources are kept within the year group. More general resources are kept in the school library and humanities cupboard. They are available to everyone. Visitors/ trips also support learning.

Schemes of Work

The QCA Schemes of Work are used loosely as a supporting resource for some of the areas of geography teaching although all teaching staff are keen to use different resources made available. This is essential in a child led curriculum where activity ideas are subject to change on a weekly basis.

Review and Evaluation

The School standards are monitored by the Geography Co-ordinator regularly:

- by reviewing the planning
- by moderating the history work across the Primary school
- by visiting and observing classes
- by reviewing teacher evaluations

The Geography Policy will be reviewed in line with the School Development and Improvement Plan.