

# ST ELIZABETH'S SCHOOL POLICY STATEMENT FOR GEOGRAPHY

## Documentation

### Introduction

The study of *Geography* should help pupils to make sense of their immediate and more distant environments, to develop an understanding of some of the more important processes which give rise to pattern and variety on the earth's surface and to gain an appreciation of the independence of different parts of the world.

Through our teaching of *Geography* we aim to fulfill our Mission statement by encouraging our children to gain a perspective within which they can place local and distant events, develop their own attitudes and make their own decisions. We can also help to prepare them to take an active interest and become positively and responsibly involved in community life and in the affairs of the larger society of which they are members. Belper is an amazing source of geographical features for children to explore including the river Derwent and we fully exploit this throughout the school.

### General Aims

Through the study of *Geography* we aim:

- to develop enquiry skills in pupils
- to involve pupils in open-minded investigations which enable them to acquire knowledge, develop understanding and skills as well as developing and clarifying their values and attitudes
- to stimulate an interest in and an understanding of issues that affect people and places in the world
- to encourage an appreciation/empathy for the variety of physical and human conditions on the Earth's surface
- to help pupils to recognize some of the more important geographical patterns and relationships relating to different kinds of landscapes and human activity
- to develop and understanding that locations have similarities and differences in the UK and wider world

- to foster a better understanding of various cultures, not only within our own society but all around the world

## **Objectives**

Through the study of geography pupils should have opportunities to:

- build upon their own experiences and understanding of the world
- to learn about places and the people who live in them, using a range of sources
- to understand and recognize the relationship between people and their environment
- appreciate the experiences of ordinary men, woman and children locally and world wide
- appreciate the social, political, economic, cultural, religious and ethnic diversity of people and societies
- to learn that geographical forces bring about change
- develop skills of enquiry and independent investigation, undertake fieldwork that is meaningful and interpret results
- look at an event from different points of view
- investigate the causes and motivation of events and continuity and change
- to follow, understand and read various maps and other types of information
- draw maps and plans on a range of scales, create keys and symbols

## **Planning for Continuity and Progression**

Continuity and progression has been ensured by the writing of a topic planner and by matching activities and sources to the appropriate age group.

At St Elizabeth's, geography will be delivered throughout the school within 'themed' units. Care has been taken to ensure that the appropriate study units set out in the QCA documents and other National Curriculum requirements are still covered within our themed units.

Themed units offer a much more flexible and cross curricular approach to teaching and learning, which inspires greater creativity and interest for our pupils.

At Foundation Stage: pupils are given the opportunities to develop their awareness of their immediate surroundings initially, through observation, talking and drawing what

they see and have experienced, what they like and don't like. Stories, pictures and play are used to introduce people and places in other locations.

At Key Stage 1 pupils experiences are widened through the study of themed units are introduced to geographical sources of different types. They are given the opportunity to develop their understanding of the locality, the people and structures around them. They are encouraged to make more links/comparisons between different locations.

At Key Stage 2, again through themed units, pupils are given opportunities to study and describe/interpret places and geographical features using a range of sources and methods of presentation. Pupils will be encouraged to use a wider range of appropriate vocabulary, be aware of different scales and to show a greater awareness of social, political, economic and environmental issues.

## **Implementations**

Across the Key Stages, during their geography studies, pupils should:

Study at a range of scales - local, regional and national

Study a range of places and environments in different parts of the world, including the UK and EU

Carry out fieldwork investigations outside the classroom

A wide variety of sources of evidence, both primary and secondary will be used.

These may include books, photographs, posters, maps, plans, artifacts, people, video, IT programs and visits to sites.

Pupils will also be given opportunities to communicate and record geographical information in a wide range of ways:

- \* Collecting data using surveys and presenting/interpreting results
- \* Writing letters, recounts, reports, lists, newspaper articles, poems, plays and stories
- \* Drawing/painting plans, maps, diagrams, pictures and designs
- \* Using keys and symbols, creating tables/charts
- \* Making models, devices, books for younger children or scrap books
- \* Through discussion with peers/other adults i.e. interviews/debates

- \* Presenting information to an audience
- \* Re-telling stories or events through drama, dance or mime.
- \* Using ITC skills

As children develop their skills in geographical enquiry they will be given opportunities to work with more difficult and a wider range of sources; to address more challenging concepts and questions and to consider a greater variety of points of view. They will be encouraged to work with increasing independence, carrying out their own enquiries and considering the value of research using particular sources of evidence.

### **Special Needs**

We accept the uniqueness of all our pupils and attempt to give equal value to each one. We recognise the need to differentiate some tasks in order for all children to experience success and to develop to their full potential. (For specific details see Code of Practice/SEN Policy)

We aim to provide open-ended tasks and extension work wherever possible in order to challenge more able pupils.

### **Equal Opportunities**

We aim to provide a broad and balanced curriculum for all pupils regardless of their ability, gender, race or culture.

(See school policy for equal opportunities)

### **Health and Safety**

All out of school activities will comply with the guidelines in the school Health and Safety policy.

### **Resources**

All resources relevant to themed units will be distributed to individual class teachers. Any additional resources required for delivery of themed units will be purchased by the Geography co-ordinator from the Geography/Themed unit budget on request.

Any general Geography resources will be boxed and stored in Walsingham class.

### **Assessment and Record Keeping**

Assessment is an integral part of planning, with assessment opportunities and criteria identified on the planning document.

(See school policy on assessment)

Three samples of work will be saved as examples of standard by each class teacher per geography topic taught

### **Role of the Head Teacher. SMT and Co-ordinator**

The Head Teacher and SMT monitor the teaching of Geography through the planning documents submitted by the Class Teachers each Term

The Co-ordinator supports and advises staff in planning and delivering the curriculum and also takes responsibility for ordering and updating resources and equipment and collating/collecting samples of children's work.

**January 2017**

**Annual review January**